

# The Catholic School Journal

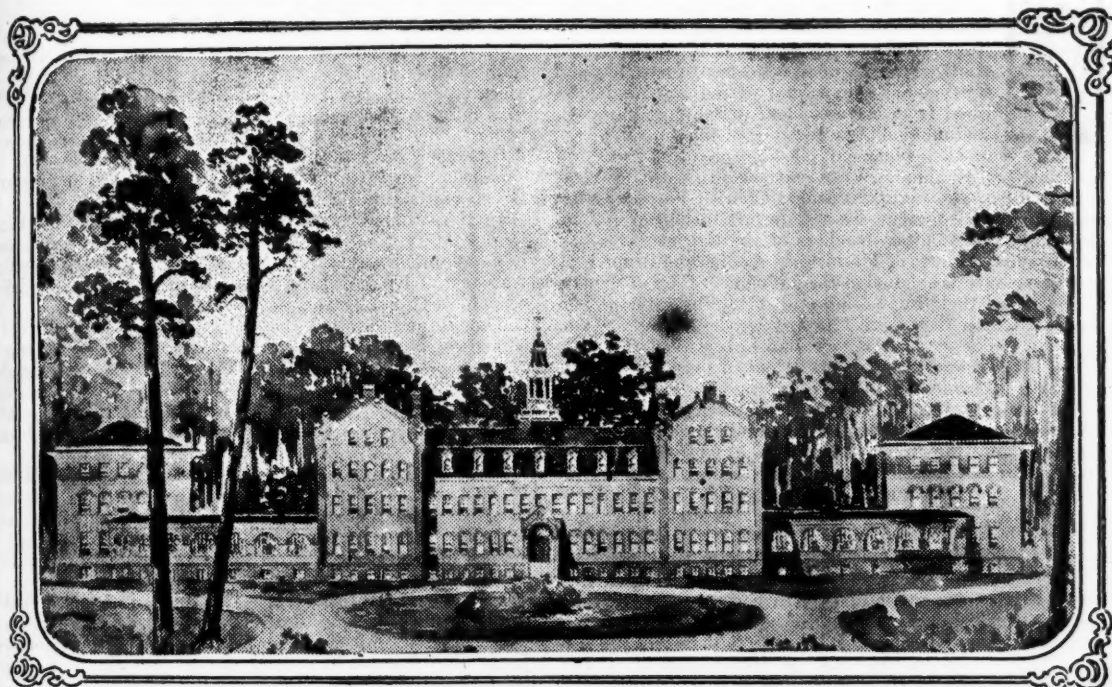
for Pastors and Teachers.

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## PROPOSED NOVITIATE FOR NEW ORDER OF POLISH RELIGIOUS.

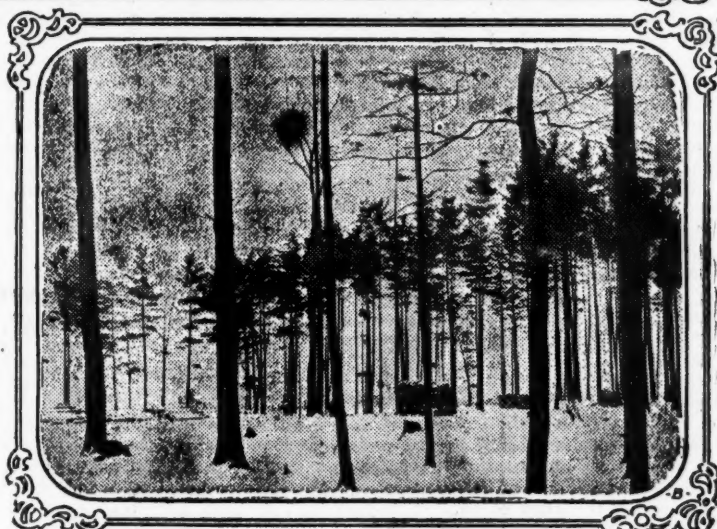


*ST JOSEPH'S ACADEMY*

The recent authorization given by Archbishop Kain of St. Louis for the establishment of a Polish religious community in that city has drawn especial attention to the need of more Polish teaching orders of American foundation.

"Hitherto," says the Ecclesiastical Review, "the number of religious communities devoted to the education of children among our Polish-speaking Catholics has been altogether inadequate to meet the most crying needs of the large number of immigrants whose devotion to their faith is intensely strong, and who are prepared to make much greater sacrifices for maintaining their religion than is generally assumed by superficial observers."

From Stevens Point, Wis., there now comes the announcement of well-matured plans for the erection there this summer of a large novitiate and mother house for the new order of Polish religious to be known as the Sisters of St. Joseph. At the start, of course, the community will be recruited largely by Polish members from other orders, but in the near future the ranks will be supplied from among those who have made their novitiate in the new convent.



*GROVE OF WHITE PINES IN WHICH THE NEW SCHOOL IS TO BE BUILT.*

(By Courtesy Milwaukee Sentinel.)

The plans call for a brick structure that will accommodate 200 students, besides the regular complement of teachers and other Sisters. The original building will cost \$30,000 on \$40,000, but it is intended to add others as the order develops. Rev. L. J. Pescinski, pastor of St. Peter's church, Stevens

Point and other Polish priests of the country are active in the establishment of the new community.

It is stated that during the first few years, at least, advantage will probably be taken of the training courses for teachers, offered at the Stevens Point State Normal school,

## Some Educational Workers of Centuries Past.

From Address of Rt. Rev. J. L. Spalding, D.D.



TO sketch the history of the progress of education from the fall of the Roman Empire and the decay of pagan learning down to the present time would require a much larger canvas than is offered to one who makes an address. As a result of the ruin wrought by the barbarians, whose inroads and depredations continued through centuries, what had been the civilized world sank into deep ignorance and confusion. For a long period learning, banished from the continent of Europe, found an asylum chiefly in Ireland, in the schools of the monks, whence it slowly spread to Scotland and Northern England. When on the continent of Europe, at the end of the eighth century, Charles the Great began to foster education, he was forced to appeal for assistance to the religious teachers of the British Isles. In fact, the first revival of learning in mediæval Europe may be said to have been due to the influence of Irish monks. They carried their knowledge and discipline even to Iceland. Later on they were followed by their Anglo-Saxon brethren, under the lead of men like Egbert, Wilfrid, Willibrord and Boniface. In 782 Alcuin, an Anglo-Saxon, who finally became bishop of Tours, was placed by Charles at the head of the "Palace School" at Aix-la-Chapelle, the principal residence of the Emperor; and he and his pupils became the first teachers of Germany. It was a true revival of education; though, on account of the difficulties of the times and the lack of books, little progress was made. The impulse thus given continued to be felt all through the disorders which followed the dismemberment of the Empire of Charles and the fierce conflicts with the invading Norsemen and the fanatical Mahometans. In the eleventh and twelfth centuries St. Anselm and St. Bernard, Roscellin and Abelard, Peter the Lombard, Arnold of Brescia and John of Salisbury, rendered important service to the cause of enlightenment. The Muslims founded universities at Cordova, Toledo and Seville about the beginning of the twelfth century, but they did not flourish more than a hundred years; while the Christian schools which had grown up around the cathedrals and monasteries in various parts of Europe began to develop new life and to enlarge the scope of their teachings so as to embrace theology, law, arts and medicine. They also admitted to their classes and lecture halls students from every part of the world.

From 1200 to 1400 the number of these universities increased to about forty, and their students were counted by the thousand. "Thus," says Davidson, "in the thirteenth and fourteenth centuries education rose in many European states to a height which it had not attained since the days of Seneca and Quinilian. This showed itself in many ways, but above all in a sudden outburst of philosophy, art and literature. To these centuries belong Albertus Magnus and Roger Bacon, Thomas Aquinas and Bonaventura, Cimabue, Giotto and the cathedral builders, Dante and Petrarch, Chaucer and Gower, the minnesanger of Germany and the trouvères and troubadours of France." Scholasticism, he continues, saved Europe from moral suicide, ignorance and fleshliness.

"In Modern Europe," says Emerson, "the Middle Ages were called the Dark Ages. Who dares to call them so now? They are seen to be the feet on which we walk, the eyes with which we see. It is one of our triumphs to have reinstated them. Their Dante and Alfred and Wicliffe and Abelard and Bacon; their Magna Charta, decimal numbers, mariner's compass, gunpowder, glass, paper, and clocks; chemistry, algebra, astronomy; their Gothic architecture, their painting—are the delight and tuition of ours."

The Renaissance of the fourteenth and fifteenth centuries marks a new advance in the educational history of mankind. The treasures of the classical literatures were

revealed, America was discovered, the Copernican astronomy was divined, the printing-press was invented, gunpowder and the compass were applied to the arts of warfare and navigation, and voyages and enterprises of many kinds were undertaken.

"All the light which we enjoy," says Von Muller, "and which the active and eager genius of the European shall cause every part of the world to enjoy, is due to the fact that at the fall of the Empire of the Cæsars there was a hierarchy which stood firm, and, with the help of the Christian religion, communicated to the mind of Europe, that hitherto had moved within a narrow circle, an electric thrill which has endowed it with an energy and power of expansion, whose results are the triumphs of which we are the spectators and beneficiaries."

In the sixteenth century Rabelais, Erasmus and Montaigne take special interest in questions of education and propose important improvements in method and matter. Luther and Knox labored strenuously to establish popular schools in Germany and in Scotland.

The Jesuits devoted themselves with much success to education, establishing in various parts of the world grammar schools, colleges and universities, in which they taught the classical learning and trained many of the greatest minds of the seventeenth century; among others Descartes, who is the true father of modern philosophy and science.

In the seventeenth century also, Comenius, the Moravian Bishop, propounded and arranged a course of instruction, extending from infancy to manhood—from the home-school to the university; and his views have exercised a lasting influence on the development of educational theory and practice.

In the eighteenth century Rousseau awakened a widespread interest in questions of education, though his own views on the subject are generally false. He stimulated Kant and Goethe, Basedow and Pestalozzi, to occupy themselves with pedagogical problems; and they in turn compelled the attention of many others. Thus at the opening of the nineteenth century an enthusiasm for education such as had never before existed had been aroused. Hitherto the purpose of the school had been to teach the privileged classes and to prepare for the learned professions; henceforth the whole people are to receive instruction; for as the ideals of democracy impress themselves more distinctly on the general mind, it becomes more and more obvious that as all have the same rights, all should have the same opportunities, the chief and most important of which is that of education.

### USE OF STORIES AND RELIGIOUS PRACTICES IN CHRISTIAN DOCTRINE.

ALL Christian educators are unanimously of the opinion that in the religious instruction of little children stories must occupy a prominent place. Now there are no more suitable and excellent stories than those furnished us by the Bible.

Bible stories have a special power for spiritual edification. Other stories may afford as much delight, but they have not the vital force which is the special characteristic of God's word in the Bible.

Bible history trains the affections and the will more than the other branches of Christian doctrine. By the words of the Catechism it is more the understanding that is enlightened, but examples from the Bible spur on to imitation. Therefore Bible history is more helpful in the education of the young.

The plain and vivid manner in which the Bible tells its stories renders them most suitable to children: this made even the stern critic Lessing (in his "Laokoon") say that every line in the Bible affords material for a paint-

The Bible narrates in a simple and unaffected manner, with plain words and short sentences, which can be easily grasped by children. Furthermore, it narrates in a familiar tone which is calculated to appeal to the heart. There is childlike tone running through it such as one child would use in speaking to another. Add to this the great number of pictures, which present much variety and suit the vivacity of the child.

All that is contained in the Bible is of the greatest value in education. It portrays the incomparable character and image of the Son of God. Nothing on earth is so capable of forming the child's moral character as the life of our Lord. Besides this, the Bible, by describing the holy personages of the Old Testament, affords us the most sublime examples of virtue in the history of the world. Again, all the doctrines of faith and morals are explained and illustrated by means of beautiful stories, whilst the individual virtues and their good effects are brought out in all their loveliness, and vice with its evil consequences is made to stand out in all its loathsomeness.

Bible history is important for the educator himself; for it shows him how the Great Teacher, Almighty God, has educated mankind. The whole revelation is, after all, nothing else but the divine education of the human race. From God surely every educator can learn.

Although the Bible is so important, yet all its stories are not suitable for children; for the Bible contains milk and strong meats. Many of the narratives are suitable lessons for married people, but not for children. Therefore a proper selection must be made, and only a compend arranged expressly for children may be put into their hands.

#### RELIGIOUS PRACTICES.

It is a matter of deep regret and grave apprehension that in many classes of Christian doctrine, religious practices, this important part of the whole course, are greatly, if not entirely, neglected. There are priests and teachers who confine themselves exclusively to explaining the letter of the Catechism and making the children memorize their lessons; but they never dream of making the practice of the religion taught as much a living feature and essential part of the Christian doctrine as the imparting of religious truth. Archbishop Elder, speaking of this subject, says: "This part of Catechism is perhaps too often overlooked. . . This exercise of applying their knowledge to practice, makes the lesson much more interesting to the children and to the teachers, more clearly understood, and more deeply impressed on their memory."

(Continued page 296)

## The Boy Who Does Wrong---Methods of Correction.

By Superintendent C. O. Merica.



In recent years there has been much show of study of children in the new psychological laboratory. Many children with defective senses have been found, and some good has come of it. Some of this investigation has been concerned with tendencies to wrong-doing. There has been much measuring of cranial capacities; horizontal and semi-horizontal circumferences have been taken; angles, auricular, sub-orbital, parietal and frontal cerebral have gone into print; length of legs and arms, size of ears and color of hair and eyes, chest measurements and facial symmetry, have become literature, and little children have filled out blanks, telling about what they ate and thought today and yesterday; whom they love and hate, and why; what is the state of their religious experiences past, present and future; until, if they are not criminals when they get through with it, they may thank nature for her mercies and be happy.

There is no formulated psychology of wrong-doing. Under changed environments, habits descend too rarely to be other than exceptions to any but dreamers. Whatever truths there may be in hereditary mental tendencies to wrong-doing, most practical workers believe, that barring exceptions that are few and prove nothing, it is given to every child to be redeemed from perverted childhood by the correction and enlargement of opportunity.

The boy who does wrong almost always had a childhood whose opportunities have been narrowed in some important particular. To the making of right boyhood certain opportunities to be and to do amount to rights. The absence of these are pretty sure to produce dwarfs or abnormals. A few only of these rights can be given in this paper.

#### THE BOY'S RIGHTS.

A boy has a right to natural, mutual love and affection from some mature man or woman, or both. The right is at the threshold of boyhood, and its memory is immortal. Let no successful man, who had a good father and mother throughout the whole period of his boyhood, take too much credit to himself. This is no vague sentiment. The intelligently appreciative love that comes to a boy from his father or mother is his surest and almost only working basis for a saving self-respect. Some boys are conceited prigs, and are made so by foolish parental indulgence; but a boy who has no one who permanently and patiently believes in him is in the proper condition to be nobody.

Homeless boys, and boys that are worse than homeless, coming from mis-mated and wrecked excuses for homes, crowd our police and justice courts. With narrow lives, with loveless days, and hunger of body and soul, they have done wrong. Sometimes they have done vilely wrong; but who shall say, remembering the pitiful want of their lives, that they are criminals?

#### RESPONSIBILITY OF THE TEACHER IN CERTAIN CASES.

These boys, some of them, come to our schools. Any teacher can find them usually somewhere from the third to the sixth grade. Overgrown perhaps, or stunted, awkward, arrogant and quarrelsome it may be from fear; dull at books, bright and suspicious in everything else; bluff and noisy, or perhaps stolid and reticent; uncertain in some of these traits, and not very inviting, but always ready with a large bank account of devotion and fidelity if teachers could but know it. There are so many clean, bright, responsive and interesting children, that there is often not time to care for one of these uninviting, but really starving boys. Grade teachers are hard-working, often patient and almost always ready to make sacrifices of self; but a teacher of the above-named grades ought to hold an inquiry meeting with herself every time a boy of this description quits school without an explanation, but leaving her with a sense of gladness for his quitting.

#### THE RIGHT TO PLAY.

A boy has a right to have fun. Real, genuine, rollicking, rough and tumble, boyish fun. Not fun that necessarily meets the approval of every preacher, teacher, policeman or finical neighbor, but fun that suits the boy. Not made-to-order fun upon which some laughless relic of the stone age has taken out a patent, but home-made fun, such as boys have enjoyed ever since the first boy felt the flow of rich, red blood. A boy who runs foot races, excels in the high jump, climb trees like a monkey and tries for a place in the football team is less likely to morbidly brood over his uneven inheritance and plan modes of attack upon a society which he hates.

Active, manly sport puts a boy in good humor with himself and everybody and levels unnatural distinctions. So-called rough sports sometimes injure. But society can better find a place for an occasional boy with a broken leg than she can support scores of boys with cracked, hot-house nurtured brains. A boy who can play roughly and noisily, if need be, in the open air, and without danger of nagging restraint, will expend much energy in a healthy growth that might otherwise find an outlet in wrong-doing. Let the boys play.

**THE TEACHING ORDERS  
AND THEIR FOUNDERS**  
—HISTORICAL SKETCH SERIES—

**School Sisters of Notre Dame.**

**T**HE Congregation of Sisters of Notre Dame was founded in 1597 by St. Peter Fourier, at Mattaincourt, in Lorraine.

The Congregation flourished in Germany, but in the troublous times of Napoleon I., it was suppressed in Bavaria, and the religious scattered. It was, however, re-established in 1833 by two saintly men, Bishop Wittmann of Ratisbon and Father Job of Vienna, who modified the rules of St. Peter Fourier as time and circumstances demanded. Mother Teresa Gerhardinger, a former pupil of the suppressed congregation, was the first superioress, and Neunburg, near Ratisbon, the site of the first convent.

FIRST MISSION OF THE ORDER IN AMERICA.

The pioneers of the congregation in America were four sisters whom Mother Teresa herself brought over in 1847; in later years, those sisters were known as Mothers Seraphina, Magdalena, Mary and Caroline. They came at the invitation of Right Rev. Michael O'Connor, Bishop of Pittsburg, and their first mission was at St. Mary's, Elk county, Pa., a small settlement in the wilderness under the charge of the Redemptorist Fathers.

Mother Teresa remained in the United States until the summer of 1848, and at her departure, besides the school at St. Mary's, the sisters were also teaching in St. James', St. Michael's and St. Alphonsus' parishes in Baltimore, Md.; in September they opened schools in Philadelphia and Pittsburg.

ESTABLISHMENT OF MOTHER-HOUSE AT MILWAUKEE.

In 1850, Mother Caroline, then twenty-six years of age, was appointed mother-vicar of the American houses and directed to go to Milwaukee and there open a mother-house. Amid privations and hardships the first years were passed, but the faith, zeal and devotion of Mother Caroline never wavered, and she had the happiness of seeing her work crowned with a success that surpassed her most ardent expectations.

In 1876 the eastern houses were erected into a separate province with its mother-house in Baltimore; in 1880, Mother Caroline was elected commissary-general of the entire congregation in America, and this office she held until her lamented death, July 22, 1892.

THE LIFE-WORK OF MOTHER CAROLINE.

Mother Caroline's labors from 1847 to 1892, a period of forty-five years, were such as to merit for her all the honor, love and veneration due to the foundress; she was the cherished mother and confidant of the many souls consecrated to God in her religious family. She knew all, she loved all. From the opening of the first little school in the wilds of Pennsylvania, she had watched over the growth of the congregation; over all kinds of roads and in all kinds of weather she had made long journeys either to establish new missions or to visit those already es-

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**Notre Dame Convent, Milwaukee  
Motherhouse of the Order.**

The principal mother-house of the School Sisters of Notre Dame is in Milwaukee, and there the mother-commissary resides when not engaged in making visitations. At present, the sisters have missions in seventeen states and in Canada. The chief work of the sisters is the instruction of children in parochial schools.

tablished. Forgetful of self, she implanted her own spirit of piety and industry into the hearts of her sisters.

A LASTING MEMORIAL.

After a painful and protracted illness, during which she received many proofs of the esteem in which she was held by the clergy and laity who knew her, she passed to her reward July 22, 1892. A lasting memorial of her devotion to our Divine Saviour in the Most Holy Sacrament is the chapel of the Perpetual Adoration at the Milwaukee mother-house. She did not live to see the dedication of this crowning work of her life; her precious remains were borne from it to their last resting place, July 27, only four days previous to this event.

In 1897, a Southern province was formed with its mother-house at Sancta Maria in Ripa, a beautiful site overlooking the Mississippi, near St. Louis, Mo.

**ETIQUETTE IN THE SCHOOL-ROOM.**

BY SISTER MARY JOSEPHINE.

**T**HE attention which is given to matters of etiquette in our academies and finishing schools, might well be extended in part at least to the primary schools. It is scarcely to be expected, in view of present crowded conditions of grade courses, that the subject can be allotted certain time on the daily program, but incidentally and in Friday afternoon talks or readings much may be done in this direction.

True courtesy undoubtedly springs from innate kindness of heart and the Golden Rule is the basis of genuine politeness. Cardinal Newman expresses this thought when he describes good manners as the outward sign of true Christianity, and further defines a gentleman as one who never inflicts pain. But while we agree with the poet, that,

"Kind hearts are more than coronets,  
And simple faith than Norman blood,"

yet the head, or intellect, must also come into play in mastering the requirements of etiquette. The genius of "taking pains" must be exercised.

The practical application of the law of charity—forgetfulness of self, courtesy and kindness towards others, deference for age, consideration for the weak and reverence for sacred things should be illustrated in the daily lives of teachers and pupils.

Systematic talks on the all-important subject of etiquette should be given—supplemented, of course, by reference to standard works on the topic. Such publications as "A Lady," by Lelia Hardin Bugg, "A Gentleman," by Maurice Francis Egan, should be in every school library and accessible to the older pupils.

With the conditions that obtain in this republic of ours—the sudden making of fortunes, the absence of a reigning hereditary set and the existence of a political system where the lowest may rise to the highest preferment, the necessity of good manners cannot be too strongly urged. Emerson in his essay on "Behavior," says: "Give a boy address and accomplishments, and you give him the mastery of palaces and fortunes, wherever he goes." Do we give our pupils the training requisite to develop well-bred men and women? "As the twig is bent, the tree is inclined," is an adage worth remembering in considering the necessity of familiarizing youth with the little courtesies of life and thus doing much towards making gentler Christians.



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## THE CATHOLIC SCHOOL JOURNAL CO.,

Evening Wisconsin Building,

Thomas A. Desmond, Manager.

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"Let there be progress, therefore; a widespread and eager progress in every century and epoch, both of individuals and of the general body, of every Christian and of the whole Church, a progress in intelligence, knowledge and wisdom, but always within their natural limits and without sacrifice of the identity of Catholic teaching, feeling and opinion."—St. Vincent of Lerins, *Commonit*, c. 6.

..FLOWERS on the teacher's desk are a good sign, just as flowers in the garden or window of a cottage speak well for the culture and sentiment of the home.

..SEATS should be adjusted to the size of pupils. A little boy in a seat so high that his feet are some inches from the floor, is uneasy, and may contract spinal trouble.

..JANITORS who are careless in sweeping, fill inkwells with dust and so make the ink worthless. See that the wells are securely closed.

..GIVE the dull boy a chance in the recitation. Tell him privately the day before that you will ask him to recite on a certain topic in history or geography the next day and so let him surprise the class with a perfect recitation.

..KEEP the smart boy busy and he will not become a smart Alec. Have a reserve of busy work in your desk for such occasions. How much time is lost waiting for all to finish an example or written task. Can we remedy the evil?

..WILL the growing boy ever learn to stand up and sit down quickly, quietly and gracefully without holding on to his desk or leaning against it?

..BEGIN the study of fractions by cutting paper or other objects into halves, thirds, quarters, etc., and handling and speaking of them as such. We all use terms without a realizing sense of their meaning and objective study will make such terms full of meaning.

..IN planning for an effective recitation it is often well to distribute a set of written questions covering the subject and have each student rise, read question and give answer rapidly. Time is saved and an opportunity for thought given.

..ASK your question first, then call on the pupil who is to answer. This keeps the whole class on the alert. "I didn't understand the question" is a reflection on the teacher or on the student. Either the teacher did not speak clearly and distinctly, did not frame the question in lan-

guage easily understood, or else she caught the pupil with his wits wool-gathering—most likely the latter.

..SOME teachers look in their school journal for rule of thumb methods. They would like to instill knowledge after exact prescriptions. We cannot tabulate a course of study specific in sequences, nor compile detailed instructions for methods of teaching to fit all cases. There is always the large and variable human element. The main purpose of the professional journal is to stimulate, to suggest, to inform as to what others are doing and thinking, and then let each individual absorb, cull, use or let alone. But mainly, a journal serves its mission when it makes you think. As the painter who mixes brains with his colors becomes the master, so the teacher who thinks while she works, gets results and makes progress.

..IN striving for the best, we are constantly changing. We remember when the craze for phonics had its day, when the learning of set definitions went overboard, when the teacher who prided herself on "never using a text book" took a back seat, when the spelling book was thrown out of the schools, when it was brought back, when "tables" were not taught at all, when children were taught to pause at comas and drop the voice at periods, and when they were old to pay no attention to such marks. Just now many schools that deserted the slant for the vertical style of writing, are going back to the slant, the trend of experience seeming to show that the vertical style was only a transitory fad. Object lessons gave way to nature study, and nature study will in turn be superseded in good time. But beneath all this mutation there is steady progress toward better things in educational results. Each fad, insistent in its day, passes away, leaving a germ of good for its having been.

..A VARIETY of marking systems have been tried during the last thirty years. There is the percentage system where 90 to 100 means excellent; 80 to 90 good; 70 to 80 fair, and below 70 poor. There is the use of the words above without the figures. There is the use of numbers 1 to 5, indicating varying degrees of excellence or worthlessness. On the whole, we think the percentage system is most easily understood, most capable of expressing the varying results of tests and abilities of pupils and altogether the most honest system for keeping tab on pupils' work. It is for the principal to get the teachers together and establish some uniform system of marking. Some sanguine teachers are disposed to give every pupil 100, and others of a more dyspeptic temperament, feel that 70 is a high mark. The principal must key these markers to the same pitch, so that one teacher's 95 is not synonymous with 75 from another.

..THE boy at the public school fails to pass, or is suspended for disorder. His mother appears with him at a parochial school shortly thereafter, and he is enrolled as a student. In the course of time there is trouble about order or studies, and again the volatile parent meets the difficulty by walking the boy back to the public school. Cases of this kind are not infrequent, and must be guarded against. There should be a system of transfers arranged between schools of all kinds, so that pupils, on entering a new school, would present credentials regarding behavior and grading.

Again, parents must be made to realize that a change of schools is a serious matter, that difficulties in one school are best adjusted, atoned for or lived down in that school, and that jumping from one school to another is making patch-work of the education of the child. Boys of a rough, impetuous type are going to get into difficulties in any school, and the day the parent sides with them and against the discipline of the school, their control is weakened for all time.

..THE Journal goes into many schools in the South, where the snow-balling nuisance never intrudes. Here,

in the North, however, February and March are particularly troublesome months. Many a case of disorder grows out of the snow-balling evil, and the general effect of weather conditions strain the discipline of the school-room. It is at this time that well-established hall order and play-ground discipline helps the class teacher most, and when laxity on the part of the principal shows most in the school-room. The courts have held that the authority of the teacher begins when the child leaves for school and extends to the time of his return, and while a child is not amenable to the discipline of the school for an offense committed on Saturday or Sunday, he may be disciplined for disorder on the way to and from school. It is the duty of the teacher or superior to see that small boys are not terrorized and subjected to ill-treatment by incipient toughs of greater strength, outside of school. One of the reflections on parochial schools in some city districts is neglect to sharply control and check a certain disorderly element that annoys the more peaceable boys. Wherever you find a school in which the bully and brava dominates the play-ground, you find an incapable executive at the head.

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### Third Council of Baltimore on Education.

(By request.)

"POPULAR education has always been a chief object of the Church's care, (1) in fact it is not too much to say that the history of the Church's work is the history of civilization and education. In the rude ages when semi-barbarous chieftains boasted of their illiteracy, (2) she succeeded in diffusing that love of learning which covered Europe with schools and universities; and thus from the barbarous tribes of the early ages she built up the civilized nations of modern times. These facts attest the Church's desire for popular instruction. The beauty of truth, the refining and elevating influences of knowledge are meant for all and she wishes them brought within the reach of all. Knowledge enlarges our capacity both for self-improvement and for promoting the welfare of our fellow-men; and in so noble a work the church wishes every hand to be busy. Knowledge too is the best weapon against pernicious errors. It is only a little learning that is a dangerous thing.

In days like ours when error is pretentious and aggressive every one needs to be as completely armed as possible with sound knowledge.

Few if any will deny that a sound civilization must depend upon sound popular education. But education in order to be sound and to produce beneficial results, must develop what is best in man and make him not only clever but good. A one-sided education will develop a one-sided life, and such a life will surely topple over, and so will every social system that is built up of such lives. True civilization requires that not only the physical and intellectual, but also the moral and religious well being of the people should be improved and at least with equal care. Take away religion from a people, and morality will soon follow; morality gone, even their physical condition will ere long degenerate into the corruption which breeds decrepitude, while their intellectual attainments would only serve as a light to guide them to deeper depths of vice and ruin. This has been so often demonstrated in the history of the past and is, in fact, so self-evident, that one is amazed to find any difference of opinion about it. A civilization without religion would be a civilization of the struggle for existence, and the survival of the fittest, in which cunning and strength would become the substitutes for principle, virtue, conscience and duty. As a matter of fact there never has been a civilization worthy of the name without

(1) *The Synod of 800 says: Let them erect schools in towns and villages in order to teach little children the elements of learning. Let them receive no remuneration for their schools. She started the common school education in the Sixth century according to Hallam.*

(2) *"Thanks to St. Dunstan no son of mine was ever able to pen a line."—SCOTT.*

religion; and from the facts of history the laws of nature can easily be inferred.

The three great educational agencies are the home, the church and the school. These mould men and shape society. To shut religion out of the school, and keep it for home and the church, is, logically, to train up a generation that will consider religion good for home and the church, but not for the practical business of real life. But a more false or pernicious notion cannot be imagined. Religion in order to inspire a people, should inspire their whole life and rule their relations with one another. A life is not dwarfed but ennobled by being lived in the presence of God. Therefore the school which principally gives the knowledge fitting for practical life, ought to be pre-eminently under the holy influence of religion. The child cannot expect to learn the principles of religion in the workshop or office or the counting room.

All denominations of Christians are now awakening to this great truth which the Catholic Church has never ceased to maintain. Reason and experience are forcing them to recognize that the only way to secure a Christian people is to give the youth a Christian education.

The cry for Christian education is going up from all religious bodies throughout the land. And this is no narrowness or "sectarianism" on their part. It is a logical and honest endeavor to preserve Christian truth and morality among the people by fostering religion among the young. Nor is it any antagonism to the State; on the contrary it is an honest endeavor to give to the State better citizens by making them better Christians. The friends of Christian education do not condemn the State for not imparting religious instruction in the public schools as they are now organized; because they well know it does not lie within the province of the State to teach religion. They simply follow their conscience by sending their children to denominational schools, where religion can have its rightful place and influence."

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### Religious Practices in Christian Doctrine.

(Continued from page 293)

Aside from the consideration, first, that religious instruction is only a means toward the all-important end—religious practice,—and secondly, that the will of the child must be trained by exercise as soon as its mind is able to receive the needed instruction, there are reasons of sound Christian pedagogy why religious practice should accompany, step by step, like a guardian angel, the religious teaching.

The child must gain the true and fuller understandings of Christian truths by his own spiritual activity; by realizing that truth in pious practice; not by sounding the voice of the teacher. The catechist may tell him what prayer is, but the child will not understand it till he prays; he may be told all about the real presence of Christ in the Blessed Sacrament, but he will not catch its meaning till he kneels before the tabernacle and send forth his childlike song of praise to the sweet Saviour. Practice will make him see the truth. Religious exercises, following steadily in the path of religious instruction, will lead the child more quickly and more surely to a right knowledge of Christian doctrine than the best explanations alone can ever do.

Religious exercises, moreover, furnish an everlasting supply of means and ways to make Christian doctrine interesting and attractive. While they break the monotony and tiresome sameness of recitation, explanation and repetition, they do not, as other diversions and distractions might do, interfere with the main object of the class; but rather, as already stated, they wonderfully help it. These pious and religious practices, wisely chosen and systematically arranged over the whole course, according to the capabilities and needs of the respective grades, and being skilfully mingled with the doctrinal lesson, impart to a Christian doctrine class that peculiar charm, sweetness and warmth which irresistibly attract the hearts of children and make them unconsciously feel the breath of the Holy Ghost.—*Spirago's Method of Christian Doctrine* (Benziger Bros.).

# SCHOOL-ROOM WORK

METHODS AIDS DEVICES



## A Grammar Game

ANNA LOW GLEN IN AMERICAN PRIMARY TEACHER.

Eight children, representing the parts of speech, stand in a semi-circle. To the left stands another child, who recites the introductory verses and presents the others.

Each one of the eight has been previously given the name of one of the parts of speech, and has learned a conundrum to which it is the answer. He must keep this secret from the rest. Each child has been also numbered. When his number is called, he should step into the center and recite his conundrum. The rest of the class, including those who take part, write what they suppose to be the answers in order on decorated cards numbered on the left as far as eight, inclusive. The child having the most correct answers receives a prize.

### Introductory Verse.

Miss Grammar speaks:—

I'm little Miss Grammar—I've been much abused;  
I've been twisted and tweaked, and very ill used.  
All the year thru, in all winds and all weather,  
I've struggled to keep soul and body together.

Now, my good friends, I crave your indulgence.  
You will not be dazzled by too great refulgence.  
But hark to my servants, five in number and three—  
Their names must be guessed, or disgraced we shall be.

These brothers who serve when you talk, sing, or teach

I beg to present—the parts of our speech.

Calls the first brother.

The Noun speaks.—I am subject only to the verb, and am his object in life. The Preposition governs me. I am always done up in three cases. I vary in number and gender. I am occasionally obliged to serve myself and my representative. Guess me.

Miss Grammar.—Second brother.

The Verb.—I am full of action. I have only one follower among the parts of speech. There can be no sentence without me. Nouns and Pronouns are subject to me. I am active when I am not passive. Guess me.

Miss Grammar.—Third brother.

The Preposition.—I govern my brothers, the Nouns and Pronouns. I am always associated with relations. I am found in a phrase. Guess me.

Miss Grammar.—Fourth brother.

The Pronoun.—I am in a way an actor, for I always represent another. Some one always goes before me to explain to what I refer. I enjoy all the privileges of a Noun, second-hand. I monopolize all the attention of three persons. Guess me.

Miss Grammar.—Fifth brother.

The Adjective.—I am continually describing Nouns. I limit the Noun as much as I please. I usually modify what the Noun says. I cannot stand alone. I work for Nouns and Pronouns. I never enter the house of the Verb, tho I am sometimes attended by his servant. Guess me.

Miss Grammar.—Sixth brother.

The Conjunction.—I am a bridge. I have many connections. I am a sort of peacemaker, for I bridge over breaks. Guess me.

Miss Grammar.—Seventh brother.

The Interjection.—I am an outcast. I do not modify. I do not connect. I have no followers—I am absolutely alone. I walk with an exclamation point. If this surprises you, you will mention me. Guess me.

Miss Grammar.—Eighth brother.

Adverb.—I am selfish, for I work for myself. I am the servant of the Verb, but I also work for a man with whom he is not on speaking terms. I am idle, for I have more time than any of the parts of speech. I have manner, and all give place to me. If you ask, I am always able to answer four questions. Guess me.

## Language Lesson for Grammar Grades

A bare, brown coast that curves to meet the sea,  
Deep caves and cliffs where gulls and curlews dwell,  
And riven rocks whose wave-worn tables tell  
The past's long story unforgetfully.

High tides that hold their daily jubilee  
With flying foam and roar, that leap and swell  
Till the swift ebb, drowning its own wild knell,  
Bears all the billows back regretfully.

The sky is blue above, the sea below—  
If care or sorrow ever crossed thy lot  
Rest here and drink of sea and sky thy fill  
Learn ocean's secrets when the tides are low,  
And hear the lark sing, while in yonder spot  
The silent sunrise clothes the lonely hill.

—Fannie Purdee Palmer.

What kind of sentence is the first line of the stanza?  
Why?

If complex, give the dependent clause.

Give the principal proposition on which the clause depends.

How is the clause used grammatically?

Give all the modifiers of "coast."

What part of speech is "that"?

Give its person and number. Why?

Give the infinitive phrase in this line.

To what does this infinitive belong?

How is this infinitive phrase used grammatically?

Is the verb "to meet" transitive or intransitive?

If transitive, what is its object?

If transitive, can it be used in the passive voice?

Change it to the passive form.

What kind of sentence is the second line of the stanza? Why?

Give the dependent clause. How used grammatically?

Give its subject and predicate.

What name is given to this form of subject?

Give the principal proposition.

Is the predicate verb therein transitive or intransitive?

If transitive, give the subject.

Change it to the passive form.

If intransitive, give the subject.

What is the number of the verb "dwell"? Why?

What kind of sentence do the third and fourth lines of the stanza make?

Give the independent clause. How used?

What is meant by riven rocks—wave-worn tables?

What kind of sentence is the second stanza? Why?

If compound, give its members. If one of the members is complex, give its dependent clause.

If not compound, give all the dependent clauses and tell on what they depend. Give the grammatical use of each.

Give the participial phrase. How used?

Give the meaning of daily jubilee—flying foam—ocean's secrets—silent sunrise.

Justify the use of "unforgetfully" in first stanza; "regretfully" in second stanza.

Justify the use of the commas in the sonnet.—Philadelphia Teacher.

## Outline of Method for Conducting Eighth Grade Reading

### I.—Selection of piece.

1. Must be adapted to the ability of the pupils.
2. Must be interesting.
3. Should be a selection from an important author.

### II.—Preparation of a selection.

1. Read once for 

{	thought,
	style,
	author.
2. Work on author.
  - a. Who?
  - b. Where and when did he live?
- c. Principal works 

{	prose
	or
	poetry.
- d. Style, if marked.

e. Things of special interest.

### 3. Work with words (new).

- a. Used in original sentence.
- b. Synonym used in place of word.
- c. Words analyzed and meaning gained from meaning of same word in other selections.

### 4. Special exercises to obtain and test ability to obtain thought.

- a. Whole or part of selection reproduced.
- b. Poetry changed to prose.
- c. Certain words left out and synonyms or other words substituted.

### 5. Special work on historical person or place mentioned in the selection, prepared by two or three pupils.

### III.—Recitation.

#### 1. Very brief talk of what has been learned.

#### 2. Reading | | | |---|---------| | { | silent, | | | oral. |

a. One or two passages read by pupil whose style is adapted to the style of the piece.

#### 3. Criticisms—for able ones first (feeling of helpfulness cultivated).

#### 4. Points of criticism.

- a. Expression of thought.
- b. Expression of feeling.
- c. Emphasis.
- d. Inflection.
- e. Pronunciation.
- f. Modulation.

#### 5. Same passages read by pupils (unless tiresome), until all know how to express the thought and feeling.

—The Educator-Journal.

## Reading and Composition

BESSIE A. BOTTOMLEY.

A simple device I have found quite successful in keeping up interest in reading and getting some home work from fourth and fifth grade pupils is to have them look up something during the week to read on Friday instead of their regular reading lesson. Sometimes I tell them about what I wish, stories or news items, and sometimes leave the selection entirely to them (of course I see and read each selection before permitting them to read it in class). To vary the exercise we often have a "talking recitation" in which each one is given a chance to tell what he has read. It is surprising how quickly they learn to select good literature and use good language in expressing it, and their own ideas. I think this can be used in lower grades also by having something on the teacher's table suitable for the age. I find help in such papers as "Easy Leaflet" of Teacher's World, Success, "Children's Page" of Youth's Companion, and all the books and magazines within reach. The pictures in these magazines are useful in the "conversation exercise" also, and make composition work easy. Another device for composition is: Tell the children in the spring to watch for the robin, find out the stories connected with the red breast. Teach them to use both ears and eyes on their way to and from school and keep a record of it for a week; then to vary the language work on Friday have them arrange it with what they think and have learned about the various things. The variety makes the Friday recitation a very interesting one.—Exchange.

## Stories.

### History Story for Little Folks

#### One Little Bag of Rice.

The first white people that came to this country hardly knew how to get their living here. They did not know what would grow best in this country.

Many of the white people learned to hunt. All the land was covered with trees. In the woods were many animals whose flesh was good to eat.

There were deer, and bears, and great shaggy buffaloes. There were rabbits and squirrels. And there were many kinds of birds. The hunters shot wild ducks, wild turkeys, wild geese, and pigeons. The people also caught many fishes out of the rivers.

Then there were animals with fur on their backs. The people killed these and sold their skins. In this way many made their living.

Other people spent their time in cutting down the trees. They sawed the trees into timbers and boards. Some of it they split into staves to make barrels. They sent the staves and other sorts of timber to other countries to be sold. In South Carolina men made tar and pitch out of the pine trees.

But there was a wise man in South Carolina. He was one of those men that find out better ways of doing. His name was Thomas Smith.

Thomas Smith had once lived on a large island thousands of miles away from South Carolina. In that island he had seen the people raising rice. He saw that it was planted in wet ground. He said he would like to try it in South Carolina. But he could not get any seed rice to plant. The rice that people eat is not fit to sow.

One day a ship came to Charleston, where Thomas Smith lived. It had been driven there by storms. The ship came from the large island where Smith had seen rice grow. The captain of this ship was an old friend of Smith.

The two old friends met once more. Thomas Smith told the captain that he wanted some rice for seed. The captain called the cook of his ship and asked him if he had any. The cook had one little bag of seed rice. The captain gave this to his friend.

There was some wet ground at the back of Smith's garden. In this wet ground he sowed some of the rice. It grew finely.

He gathered a good deal of rice in his garden that year. He gave part of this to his friends. They all sowed it. The next year there was a great deal of rice.

After a while the wet land in South Carolina was turned into rice fields. Every year many thousands of barrels of rice were sent away to be sold.

All this came from one little bag of rice and one wise man. —Stories of Great Americans. American Book Co.

### A Wise Dog

Once a man had a dog. Every morning he gave him a cent.

The dog would take the cent and away he would go to the butcher's.

When he came to the shop he would lay down the cent and bark.

This was to say, "Will you give me a good bone?"

The butcher would then pick out a bone with some meat on it, and give it to him.

He did this for a long time, and all went well.

One morning the butcher was not in his shop. His boy was there and saw the dog come in.

"I will play a joke on that dog," said the boy.

So he took the cent from the dog and gave him a bone with no meat on it.

The dog took the bone, but he never went back to that shop.

The next morning he took his cent to a new shop.

—Progressive Course in Reading, Book I.; Butler, Sheldon & Co.

### The Haughty Weathervane

In a pretty village on the seacoast, where all the men were fishermen, a church stood on a high hill. It was a beautiful church with a tall spire, and at the topmost point of the spire was a golden weathervane to tell the fishermen in the village from what direction the wind blew. Every morning the men would look up at the glittering vane, and if it pointed to the east or to the north they would stay at home to repair their boats and nets, but if it pointed to the south or west they would push out their boats and row away to catch the fish. Now, the beautiful weather vane saw that the people of the village paid great attention to him, and he said, "I am the most powerful thing in the village. I am foolish to allow every little breeze to turn me." So when the north wind came and said "Turn, turn!" the weathervane would not stir. Then the north wind blew with such force that it tore the weathervane from the top of the spire and threw it down on the ground. When the men found that the weathervane was blown down, they merely looked at the branches of the trees, and every branch told them from which quarter the wind blew. So the vane learned that it was of no more power in the village than a humble twig upon a little tree. If it had done its duty it would have been honored still, but because it had grown proud and refused to do its work, it had been thrown down and bruised, and lay unnoticed among the weeds of the fields.

By and by, when it had grown very sorry for its obstinacy, the old sexton of the church came and picked it up. He had it repaired and gilded and put in place again. It was more beautiful than ever and it was no longer proud. It was so glad to be again in its place that it said, "Dear winds, turn me as you will. I am only a servant to help the fishermen, and I never again will be disobedient and obstinate."

—First Steps in English, Silver, Burdett and Co.

## Number and Arithmetic.

### Practical Hints on Arithmetic Work in Intermediate Grades

DR. E. E. WHITE, COLUMBUS, OHIO.

#### Fraction Processes.

The mastery of the fundamental operations with integral numbers should be followed by training in the more elementary phases of these operations with fractional numbers, common and decimal. No attempt should be made to teach these fraction processes exhaustively. Only fractions with small terms should be used, and these should be treated in like manner in both oral and written exercises. The use of the greatest common divisor and the least common multiple and other formal methods should be avoided. The aim should be to make pupils skilful in the simpler and more common processes with fractions, common and decimal, this being a preparation for a more complete treatment later in the course. This systematic training in fraction processes may properly be begun not later than the opening of the fifth school year; and, since all functioning is made easy and skilful only by repetition, there should be sufficient isolation of the several processes to secure needed continuous repetition therein. Facility and accuracy in number processes can be secured only by persistent and well-guided practice.

#### Order of Processes.

Much stress has been laid by different authors and teachers on the place in the course in which common fractions, decimals, and percentage should be introduced, and also on the order in which they should be taught. Attempts have been made to mix decimals with integers in written exercises from the beginning, but the resulting gain has not been manifest. On the contrary, the early introduction of decimals lends no assistance to the mastery of the processes with integers or later, with common fractions. Moreover, so young pupils have no occasion to use decimals, except possibly in writing sums of money, and here a child is little wiser when he learns that cents are decimal parts of a dollar.

#### Natural Order.

The natural order in which the mind gains a knowledge of these different forms and processes is (1) simple numbers or integers; (2) common fractions; (3) decimals; and (4) percentage; and this is also the order in which practical experience uses them. An idea of an integer necessarily precedes the idea of a fraction, and is more easily manipulated since a fraction is expressed by two numbers or terms. The idea of a common fraction with both terms expressed is not so difficult as the idea of a decimal fraction with one of its two terms not expressed. The complete idea of a per-

cent number is dependent upon the idea of hundredths expressed decimally. These facts indicate the order in which these subjects should be formally treated in an elementary course. It is true that  $\frac{1}{4} = .25 = 25\%$ , but this equality does not make possible one and the same process. The different forms of expression occasion different processes, this being specially true of common and decimal fractions.

#### Reason Urged for Teaching Processes Together

It is claimed that the separate treatment of common fractions, decimals, and percentage in the elementary course gives pupils the notion that they have no common relation, and that this error can be avoided only by teaching them together. Is it true that pupils who take up the study of these subjects in succession, do not learn that  $\frac{1}{4} = .25 = 25\%$ ? If so, such a result must be due to very bad teaching. It does not seem possible to give a pupil the idea of a decimal fraction without his seeing that  $\frac{1}{4}$  and  $.25$  express the same number. How is it possible to teach the meaning of 5 per cent except as 5 hundredths? And yet all things pedagogical are possible when stupidity in the teacher meets the routine habit in pupils.

#### Avoidance of Error Easy.

But in order to avoid the error pointed out above, teachers are not shut up to the jumbling of all number processes thruout the course, pupils nibbling at one and another from day to day. There are many opportunities in the elementary school to make pupils more or less familiar with simple fractions before their formal study. The writing of sums of money affords an opportunity to call attention to the decimal notation; and the idea of per cent and the percentage process may properly be introduced in connection with the multiplication of decimals. Indeed, these different number ideas and symbols frequently occur in the experience of pupils, especially after the second year, and incidental attention to them as they occur is quite sufficient to attain the desired results. The child's first ideas of many things are caught, not learned by a formal process.

#### Applications of Fundamental Processes.

When pupils have acquired desired facility and accuracy in the fundamental processes with both integral and fractional numbers, the subjects of United States money, denominate numbers, measurements, ratio, and the elements of percentage may each receive special treatment. The time required for their mastery, to the extent presented, has been greatly lessened by the fact that they have already received more or less attention. The pupils from year to year have been made familiar with the common weights and measures, and their use in weighing different substances and in measuring liquids, grains, lines, surfaces, etc. If they have been properly taught, the terms that denote these measures are not mere words, but are the symbols of the real measures. They have also had some practice in comparing denominate numbers, in discerning what part one number is of another, etc. They are now prepared to take up these subjects separately, and what is needed for the attainment of the best results is a series of exercises, oral

and written, and concrete problems,—all presented with proper sequence, the whole being reviewed in miscellaneous exercises.

#### Union of Oral and Written Exercises.

An important condition of success in this elementary course is the skilful union of oral and written exercises. The first step in the learning of a new written process should be the oral solution of examples with small numbers until the mental process is clear and familiar; and this will usually require a goodly number of oral exercises. When this step is properly taken, the mastery of the written process is easy, the chief difference between the oral and the written solution being the fact that in the former results are kept in mind, while in the latter they are written on board or slate or paper. The transition from the oral to the written process may be facilitated by writing on the board the results in connection with one or more oral solutions. There should be no haste to reach the written process. Time is saved in the end by the complete mastery of the oral process before passing to the written.

#### Rules.

It seems unnecessary to add that no written process should be taught by rule, and problems should not be solved by referring to a rule for the steps to be taken. When rules are given in an arithmetic, and this may be desirable, they should be placed after the problems. Rules should be formed by the pupils by generalizing the written processes when familiar, thus supplementing the maxim, "Processes before rules," by the later maxim, "Rules thru processes." Concrete problems should be solved by a process of reasoning, not mechanically, and it will be found an excellent practice for pupils first to solve problems by indicating the operations by the proper signs, and then performing the operation indicated. One illustration may suffice.

PROBLEM: If 3 acres of land cost \$96, what will be the cost of  $8\frac{1}{2}$  acres?

SOLUTION.

$$\$96 \div 3, \times 8\frac{1}{2} = \$ \quad , \text{Ans.}$$

PROCESS.

$$\begin{array}{r} 3) \$96 \\ \underline{32} \\ 8\frac{1}{2} \\ \$272, \text{Ans.} \end{array}$$

It is an excellent drill, especially in reviews, for pupils to write rapidly the solution of a considerable number of problems without stopping at the time to perform the operations.

#### Numerous Oral Problems Needed.

Experience shows that it will not suffice to limit the drills in analytical reasoning to the oral exercises that are introductory to the written work. These oral or mental exercises need to be supplemented in as many subjects as may be practicable by miscellaneous problems for oral analytic solution, a discipline that has a very important place in arithmetical training. The necessary problems for oral solution should not be in a separate manual, thus divorcing them from like problems for written solution. There are not two kinds of arithmetic, mental and written, and there is no good reason for putting problems for oral solution (with small numbers) and those for written solution in separate manuals. This makes difficult the proper correlation of the two methods of solution, and it usually demands for arithmetic more time than ought to be given to the study.—The Art of Teaching. American Book Co.

## Constructive Arithmetic Problems for Seventh and Eighth

### Grade Classes

1. Construct a trapezoid with one parallel side  $3\frac{3}{4}$  inches long, the other  $2\frac{3}{4}$  inches long, and containing an angle of 75 degrees.

2. Construct a right triangle with the sides near the right angle 4 inches and  $2\frac{1}{4}$  inches. Regarding this triangle as one half of a rectangle, complete the rectangle.

3. Construct a triangle with two sides  $3\frac{1}{2}$  inches and  $2\frac{3}{4}$  inches, and an angle of 118 degrees. Draw a dotted line which measures the altitude of the triangle. Regarding the triangle as a part of a parallelogram, complete the parallelogram.

4. Construct a regular pentagon with a side  $2\frac{1}{2}$  inches long. Find the center, and draw lines from the center to the vertices of the angles. Measure the parts of the triangles. Which triangles are equal to each other? What kind of triangles are formed? From the center draw a dotted line to the middle point of one side. Find the area of the triangle. Find the area of the pentagon.

5. Draw a line 2 inches long. At one end make an angle of 120 degrees, and make the second side 2 inches long. Make another angle of 120 degrees on the same side as before, and continue till the starting point is reached. What figure has been formed? From the vertex of one angle draw lines dividing the hexagon into triangles. Measure the parts and find which triangles are equal to each other.

6. Construct a regular hexagon with a side  $1\frac{1}{4}$  inches long. Draw lines connecting the vertices of angles which are directly opposite each other. What kind of triangles have been formed? Measure the altitude of one triangle, and find the area of all the triangles.

—Winslow's Natural Arithmetic, Book III. American Book Co.

## Demonstrations and Analyses in Arithmetic

Do not try to force upon young pupils demonstrations and analyses which are suitable only for older pupils. It is a marked defect in some school arithmetics that they are filled up with explanations and demonstrations. The explanation, if given at all, should be given orally by the teacher; they do not belong to a pupil's book, unless it is assumed that the teacher knows nothing whatever about the subject. Another marked defect, arising from limited space, is the too sudden transition from very simple questions to complex ones. The teacher should remedy, in some degree, this defect by substituting development exercises. Difficult problems, requiring sustained processes of reasoning, or complicated forms of analytical explanations, if used at all, should be given only to advanced pupils. In fact, what are termed "hard problems" do not come within the province of the common school at all, if, indeed, of any school.—Swett's American Public Schools.

## Geography and History.

### Great Industries.

GUSSIE PACKARD DUBOIS.

#### Coal Mining.

When, in the year 1293, Henry III. of England granted to the freemen of Newcastle-on-Tyne a license for the digging of coals, he started the first coal-mining venture of which we have any knowledge. There are records concerning coal previous to this, notably that in an old Abbey journal of Peterborough, England, wherein it is set down that there were delivered twelve cartloads of fossil coal. That was in the year 852, and it is not at all improbable that fossil coal was known even before that early date. The various mention of it in the Bible doubtless denotes any substance employed for fuel, rather than any specific fuel.

The use of coal as fuel was at first strongly opposed by the doctors, because they considered the smoke unwholesome, and during the residence of the Queen of Edward the First in London, its use was absolutely prohibited "in case it might prove pernicious to her health."

From the beginning of England's history to the present time, her coal fields have been a powerful factor in her national and commercial prosperity. There, as in every place where coal is found, the first mines were near the surface, running horizontally, or nearly so, into the hillsides. But, as surface mines were exhausted, shafts were sunk to lower veins, and on down, down to the coal seams beneath, until the depth of safe and profitable mining seems to have been reached in England at 2,000 feet, at an outlay of \$500,000 before a pound of coal was lifted. It is interesting to know that the machinery for this mine was made in Chicago.

The principal deposits of coal are in Great Britain, British America, the United States, France, Belgium, and Spain. All the known coal fields are by no means confined to these countries; indeed, it seems to be a fact that as fast as a nation emerges from a lower to a higher plane of civilization, coal deposits are found within its borders, as if it had lain there waiting the needs which follow and become a part of its advancement.

Coal is deposited in seams varying in thickness from one inch to as much as forty feet. Generally speaking, it is not considered profitable to mine coal of less than eighteen inches thickness.

In view of the fact that coal has been used so long in England, it seems strange that after its discovery in the United States in 1760, it was not until 1807 that the first anthracite coal was offered for sale in Philadelphia. By the year 1820, coal-mining was on a footing which entitled it to be counted a real industry.

Previous to this, wood was the principal fuel, and the forests of the Atlantic States seemed to furnish an inexhaustible supply.

Statistics are dull reading, but when you learn that in the State of Pennsylvania alone, over a hundred million tons of anthracite coal were mined last year, you will have more figures than are easy to comprehend. In addition to this, there was more than double as much bituminous coal mined in that State only; when, in addition to this, you learn that in Ohio, Indiana, Illinois, Iowa, Kentucky, and Georgia more than four hundred million tons of bituminous coal were dug out of the earth, and that in Colorado, New Mexico and Utah, there was nearly as much, you will have had quite enough of figures.

For a long time it was supposed that the anthracite mines of the United States were confined to the State of Pennsylvania, but shrewd prospectors have located vast anthracite fields among the foothills and valleys of the Rocky Mountains, and have bought hundreds of thousands of acres of land which they will open to commerce when the need arises.

Commercially there are but two kinds of coal, hard or anthracite, and soft or bituminous, and both vary greatly in freedom from foreign matter, differing stratification and hardness, age and location. Coal is a result of a change of form of organic matter; we know this because the finding of wood, bark, and leaves is so common in all varieties. When this change took place was in an age so remote and dim that geologists have given it the ponderous name of the Carboniferous Epoch, the coal-bearing epoch, and left us to guess when that was. Coal that has formed since that period is of an inferior grade, contains more water, up to fifteen per cent of its weight. A good quality of anthracite coal contains from 85 to 93 per cent of pure carbon, the rest of it being hydrogen, oxygen, and nitrogen, with a trace of sulphur. It may be of interest to know that the largest owner of anthracite coal fields in the world is Girard College, Philadelphia, the rentals and royalties from which are a large source of its princely income. The school does not operate any mines, but only owns the lands.

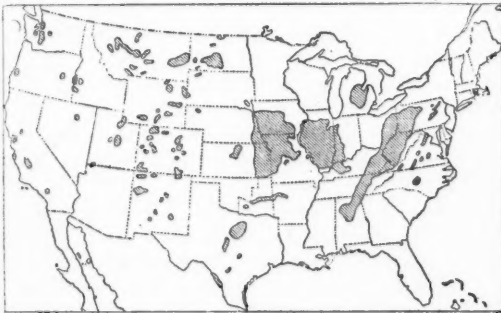
Next to grain, the largest income of our railroads is for the transportation of coal. In 1860 coal cars were of ten tons capacity, now they are of fifty tons capacity. It was thought at one time that gas would supplant coal, in the greatest coal-consuming center of the United States, Pittsburg, Pennsylvania, but in five years the supply began to fail, and where it was in exclusive use in 1884, in the year 1900 more than 500,000 bushels of coal, six hundred and twenty-five tons per day, has taken its place, and the demand for coal is growing faster than the gas is failing.

The deepest coal mine in Illinois is at Bloomington, 541 feet to the coal, the vein 3 feet and 4 inches thick. The thickest vein is at Cardiff, Livingston County, 12 feet; the thinnest vein is at Shelbyville, 1 foot and 10 inches. No anthracite coal is found in Illinois, it is all bituminous, of varying grades of hardness and admixture of earth, rock, slate, stone and sulphur.

The first mines in the State were opened in the vicinity of Peoria nearly 50 years ago by individual farmers for their own use, and were called coal banks. Much coal is mined in that way in that vicinity.

ity at the present time, and is sold by the bushel, 80 pounds as the unit of measure. We have come to look on our coal mines as inexhaustible, and practically, for us, they are; but geologists tell us that in the remote future they will be worked out. Happily that time is quite three hundred years distant, so the learned people tell us. More than likely by that time some new fuel will supply heat, power, and light for the world, and cook our food.

The manner of mining coal is almost as varied as are the mines. Bituminous coal is nearly always obtained from or near the surface. Not infrequently it is quite practicable to scrape away the overlying crust of earth and get at the coal, much as stone quarries are operated. Oftener, however, the coal lying under hills, it is found best to come at it by means of horizontal tunnels. When these have served their purpose by exhausting the coal, it is common to find, by borings, other veins underlying these; then a shaft, a huge well, is dug down to the vein, and horizontal tunnels made in every direction, widening into large spaces as they get farther and farther from the shaft, till sometimes they are a mile or more away. A



The shaded parts show where coal may be found.

cage, or rude elevator, runs up and down the shaft, and in this the men are taken down into the mine, and the coal taken up. In mining the coal, the earth must first be taken away, the coal is then broken off in great lumps with the men's picks, or in cases where it is necessary, the coal is blasted away. Railroads run everywhere in that vast underground world, to the different chambers as they are called, and the coal is loaded into cars that are pushed over these roads by the men, or hauled by poor donkeys who live down in the darkness for months at a time without seeing the daylight. When the coal reaches the surface the cars which have been run into the elevators filled, are dumped into great bins, higher than the surface tracks from which the cars and wagons are loaded.

One of the great dangers in coal mines is fire-damp, a gas that is almost always found where coal is deposited, and is exceedingly explosive. Another is water suddenly flowing into the mine, and flooding it, drowning the men. There is also danger from caving-in, but this can be guarded against, while the others cannot.

A few mines are lighted by electricity, but usually the men see to work by the aid of little lamps hung to the front of their hats, lamps shaped like a little coffee pot. There are safety lamps, but they are very little used in this country. Miners are always very

pale, from lack of sunshine, just as a plant that grows in the cellar, is pallid. It is hard work, and dangerous, and very few miners ever rise to higher positions. Coal is today one of the largest industries in the United States.

## Little People of Other Lands

GUSSIE PACKARD DU BOIS.

### The Children of Japan.

Far away on the other side of the world there is a country called Japan. The little children who live there are just as dear as in our own land, but the clothes they wear, the houses they live in, and almost everything else that you can think about is very different. Japanese houses are set right on top of the ground, and the floor is something like a shallow wooden tray, divided into rooms by grooved and pol-



Japanese Children.

ished woodwork, several inches above the level. Into these grooves are fitted sliding screens of paper which form the walls of the rooms, there is no plastering or wood. The rooms are filled up with straw mats about like thin mattresses, so that each room is like a great soft bed. The squared edges of the mats fit exactly together, and as they are always exactly the same size, the house is built to fit the mats. There are wooden screens which are kept in a box in the daytime, and at night slide into outer grooves to make the outside walls of the house, but both paper screens and wooden ones can be taken away entirely, leaving only a framework, roof, and floor. No shoes are ever worn into the house, of course. There is not a chair, or table in any real Japanese house, nor a bedstead of any kind. When night comes a pile of soft comforts is taken out of a cupboard and spread on the soft matting, and this forms the bed. The pillow is a block of wood which fits the head just above the neck, and serves to keep the hair from being mussed, for the hair is not dressed every day. A piece of white paper serves as a pillow slip, and a square is torn off each day leaving a clean one underneath.

There are no shoes such as we wear, for you can see what a bother it would be to lace and unlace, or button and unbutton them every time one came into the

house or went out. Their shoes are sandals, that is, made to cover only the bottom of the foot and are held on the foot by a strap which passes between the great toe and the next one. This would not be comfortable for us, but they have worn them so long that the toes are wider apart than ours, and hard between, like the bottom of the foot. There is nothing to hold them at the heel, and when the children run along the street they go click, clack, on the stones, yet they never lose them off. They are made of wood, straw, and heavy paper. The wooden ones are for wet weather, and make a boy or girl who has them on look three inches taller, because they are made high to keep the foot out of the mud. The poorer people and most of the children wear no stockings. The better class wear stockings made with a place for the great toe, like a thumb in a mitten.

Men, women, and children all wear dresses in this funny country, long loose garments with very wide sleeves; the working men do not always wear them when at work. The boys wear dark blue, the girls all colors, as bright as butterflies. The children use the wide sleeves for pockets, and many a top, sweetmeat, ball or toy, finds a place in this convenient sort of bag.

The boy-baby's head is shaved on top when he is very little; the girl-baby's head is shaved all over. When a few years old her hair is allowed to grow except at the top of the head, where a little round spot is still kept shaved until she grows up, and is married.

How do you suppose they carry their babies? Not as your mother carries your baby sister or brother, in her arms, but always on their backs in a sort of bag or folded piece of cloth, and the odd part of it all is that the little sister (or the brother if there is no sister) carries the baby strapped on her back wherever she goes about her play, running, jumping, playing ball just as if she had nothing to carry, and the baby with his little head bobbing from side to side, seems



A Jinrikisha.

to enjoy it, for he very rarely cries. When he is sleepy he drops his head over and goes to sleep, and when his nap is done, he opens his eyes and looks around to see what is going on. You would think they would be badly hurt if not killed in the play of the older ones who carry them, but I never heard of one being

hurt. Japanese children are very gentle, and rarely quarrel, and I want to tell you one beautiful thing: no one ever swears there, for there are no words in their language to swear with. When the mothers carry the babies they, too, carry them on their backs, and the little soft, warm hands cling to the mother's neck, and the bright black eyes look over her shoulder in a very cunning way.

There is no large dining table with chairs around it where the family eats. They squat on their heels on the soft matting with a separate small table in front of each one. If you were to offer a child a knife and fork, or even a spoon to eat with, he would not know what to do with it. They eat with two sticks called chopsticks, which they hold in one hand, and use to carry the food to the mouth. You could not eat with them at all, until you had learned how, but they use



Japanese Shoes.

them without spilling a morsel. They are made of various materials, bamboo, mahogany, ivory; and in different shapes, round, slender at one end and stout at the other, and so on. When a great party is made, fork-shaped splints of wood are served to the guests who pull them apart when they use them. This is to show that no one else has eaten with them. The people eat a great deal of rice. It is to them what bread is to us; it is always served. They also eat vegetables and fish, but no meat.

Perhaps the funniest things about all this funny country are the carriages. When we wish to ride, we hitch the horse to a surrey or phaeton, or call a public cab; but they have two-wheeled carriages with chaise-tops that can be lowered, and thills or shafts in front, and a man pulls them. You climb in and sit down, settle yourself comfortably, tell him where you wish to go, and he picks up a shaft in each hand and starts off on a trot which he will keep up for hours up hill and down, without stopping or seeming to be tired. This odd two-wheeled baby cab is called a jinrikisha, and the man who pulls it is a runner. When it rains your runner gets out a heavy oiled-paper cover to protect you, and puts up the carriage top; then he puts over his shoulders a cape of straw so woven that it is waterproof, and on his head a straw hat shaped just like a washbowl, and unless you are facing a driving storm, you are both quite comfortable. These runners are very strong, so that you do not feel sorry for them when you are taking a long ride, for fear they will become very tired. But, if they are too tall they will tilt the carriage back too far when they lift the shafts, and if too short, it tips the other way and you slide forward. Only one person rides at a time, except when there are two girls who are small and light, or a child who is to ride with its mother. Japanese people are not as large as Americans.

One of the most important holidays is New Year's. The streets are hung with gay banners, children are dressed in their best, and a sort of candy made of rice is prepared especially for that day. Then there are parties, and calls, and a general good time. In

some parts of Japan they fly kites of all shapes and sizes on New Year's Day.

Their prettiest holidays are the flower festivals which they have all the year round, except during the short winters. The streets are lighted at night with thousands of paper lanterns and crowded with merry-makers. It is a time of feasting, and all, old and young, go to the flower gardens to look at the flowers. There is the plum-tree festival, the cherry-tree, the peony, the wisteria, the chrysanthemum, and others, beginning with a cloudburst of blossoms, and a snow-fall of pink and white, and closing with the brilliant maple-leaf festival in November. You can hardly believe how every one there, rich and poor, little and big, loves flowers. All Japanese little girls are called after flowers. Some of the names mean Flower of the Plum, Ear of Young Rice, Cherry Bloom, and so on. O Kiku San means Miss Chrysanthemum.

Truly it is a strange sort of topsy-turvy country, where the walls of the houses are made of paper, and there are no tables, no chairs, no bedsteads, no sofas, no grates, and no bookshelves in any of them, and you take your shoes off before you go in, but after all, little boys and girls are much the same the world over, and the little people of Japan are very gentle and lovable, and have plenty of good times in their own way.

## For the Look-Up Club

Here are the names of twenty men and women. There is one for each century of the Christian era and one for the first century before Christ. They are not given in the right order. It is for our readers to set them in order. There are also 20 events, one for each of the names given. These should be assigned to the proper persons.

- |                      |                  |
|----------------------|------------------|
| 1. Joan of Arc.      | 11. Seneca.      |
| 2. Elizabeth.        | 12. Bede.        |
| 3. William I.        | 13. Plutarch     |
| 4. Bruce.            | 14. Abderrahman. |
| 5. Lincoln.          | 15. Justinian.   |
| 6. Severus.          | 16. Mahomet.     |
| 7. Constantine.      | 17. Alfred.      |
| 8. Caesar.           | 18. Gustavus.    |
| 9. Attila.           | 19. John.        |
| 10. Thomas a Becket. | 20. Frederick.   |
1. Won the battle at Bannockburn.
  2. Established the Moslem religion.
  3. Won the battle of Hastings.
  4. Was the hero of the seven years' war.
  5. Built a wall across Britain.
  6. Crossed the Rubicon.
  7. Was called the "scourge of God."
  8. Made to commit suicide by Nero, his pupil.
  9. Is called "The Great Emancipator."
  10. Won the battle of Lutzen.
  11. Is called "The Father of English History." Also the "Venerable."
  12. Established trial by jury.
  13. Under his rule the Saracen city of Cordova was famous thruout the world for its learning.
  14. Was murdered in the Cathedral of Canterbury.
  15. Was forced to grant the "Magna Charta."
  16. Tho a woman she was the leader of armies.
  17. Under her admiral the Spanish armada was defeated.
  18. Wrote "Parallel Lives."
  19. Published a code of laws.
  20. Is said to have seen a luminous cross with the inscription "Conquer by this" on it.

—School Education.

## Nature Study.

### Rain and Snow

The enormous amount of work done by the weather can be best understood from the rainfall. If a hundredth of an inch of rain falls—and this is a very light shower—it will deliver to a small city lot, one hundred and thirty gallons of water. On an acre the fall will be a full ton, and over a square mile it will be the enormous quantity of seven hundred and twenty tons of water. More than ten times such an amount often falls in an hour, and it all comes from the height of about half a mile. The atmosphere must raise this amount of water to this height and keep it there until it is to fall to the earth.

It is raised as moisture, but falls as rain or snow. This is called precipitation, from its exact similarity to the precipitation in the test tube of the chemist. The droplets and ice crystals which form the elements of the cloud gradually or suddenly grow until their weight is enough to bring them to the ground before they can be again evaporated. The resistance which the air offers to their passage keeps them from falling too fast. The drop soon acquires such a velocity that the air prevents it from going any faster. The larger and heavier the drop the greater is the speed at which it falls, but it is never great enough to injure us or do serious damage to animals or plants. Were it not for the resistance of the air, a drop of water, notwithstanding that it is fluid, falling from the height of half a mile would be as dangerous as a bullet. The swiftness and force with which a projectile travels can be made sufficient to compensate for any softness or yielding quality it possesses. A candle when fired from a gun will pass thru a board.

Snowflakes present a much larger surface to the resistance of the air, and so fall more slowly than do the drops. Hailstones are made under conditions which permit them to attain an average size much greater than that of raindrops. In such cases they may fall so rapidly as to cause much destruction. Scotch mist is a form of precipitation where the drops form in fog and are very small. They are large enough to fall visibly, but their fall is very gentle.

The intensity of a rainfall varies from the Scotch mist or a few scattering drops from a cumulus on a summer afternoon at a rate which may give a depth of one inch, or even more, in an hour. Such heavy rains are likely to cause inundations in the country and an overflowing of the sewers in the city. They rarely occur except in dry climates; for such climates are subject to the double disadvantage of having a comparatively small annual rainfall, but having that fall in a few heavy and destructive showers. The heaviest rainfall recorded in the United States is eighteen inches an hour. It occurred in southern Idaho. The most favorable rain for all purposes is a gentle and long-continued one, and that is the most likely one to fall in moist climates.

A snowfall is equivalent to about a tenth of its depth in water—that is, a snowfall of ten inches would, when melted, make a layer of water about an inch deep. A deep snowfall, tho injurious to traffic, is beneficial to farmers. While it lies on the ground it prevents frost from penetrating the soil and it protects delicate plants from freezing, and by the cooling it produces when it thaws it retards and even prevents the sudden and extreme changes of temperature which are so injurious to life. Moreover, by lying late in the spring it keeps plants from sprouting too early and so being nipped by frost.

The snowflakes are of varied and beautiful forms, and, in accordance with the laws of crystallization of water, are sexanary, or governed by the number six. Six-rayed stars are the most common form of snowflakes in mild weather, and the enormous flakes that sometimes fall at the beginning or end of winter will be found, when examined, to have the six rays, each

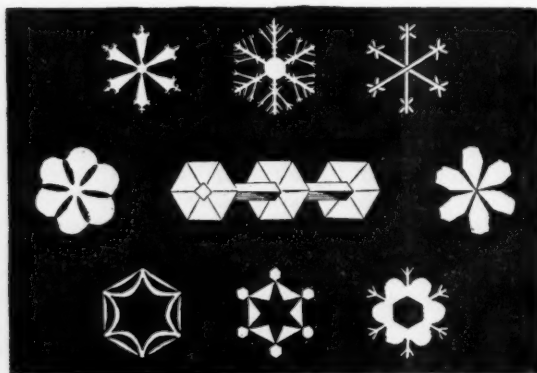


FIG. 22.—Snow crystals.

branching. As the weather grows colder, the flakes become simpler and smaller, until they are often reduced to slender six-sided prisms with sharp ends or to flat hexagonal scales. The needle-shaped prisms are characteristic of the blizzard, and it is the stinging which they cause when driven against the skin by a high wind that causes most of the suffering in these dreadful storms.

The total amount of a rainfall usually varies with the elevation above the ground. The raindrops continue to grow during their fall if, as is generally the case, the air below is at or near the dew point. The drop itself forms a free surface for the deposit of the new condensation, and is, moreover, generally cooler than the air. In dry climates, however, the opposite may be the case, and the drop when it reaches the ground may be much smaller than when it left the cloud. Indeed, over the dry plains of the Southwest heavy rains are often seen above which never reach the ground. Strange as it may appear, it is no unusual thing there to be under a shower without protection and yet be perfectly dry. In such cases the raindrops are completely evaporated by the layer of dry air between the cloud and the earth.

It is commonly thought that electricity plays an important part in causing weather. It is true that thunder and lightning occur in many storms, and that the rainfall is often heavier immediately after a lightning flash. Rain clouds undoubtedly develop a strong

electric tension, and probably electric charges on the surface of the drops play some part in preventing them from growing or coalescing when they come in contact with each other. Just how far these things are necessary and how the work is done is yet uncertain. So far as actually known, the electric phenomena are rather a result of the storm than a cause. That electricity plays an important part in the economy of Nature in general is beyond a doubt, but storms often occur with but faint signs of electric disturbance.—About the Weather, D. Appleton and Co.

## Winter Nature Study

W. T. CARRINGTON, IN MISSOURI SCHOOL JOURNAL.

This is the month for classes to study the weather and, in connection with it, evaporation, boiling, condensation and clouds, rain, snow, hail, dew and frost; also effects of freezing and thawing on soil, wheat, fruit, roads and certain trees, how maple sugar is made, and work of nature and man in the process. There are too many interesting things in nature right at the touch of every teacher to name all of them. The teacher will find that a collection of pictures is valuable here to impress lessons in geography. It is a good time of the year to get children interested in stories of the Esquimo. A good selection of pictures pasted in some old record book, or pasted on large sheets of manila paper fastened together so as to make a picture chart will be most valuable. Get pupils to draw nature pictures illustrating this season.

Study these poems thoroly, and have the pupils commit them and recite them.

For class "D:"

JACK FROST.

"Some one has been in the garden,  
Nipping the flowers so fair;  
All the green leaves are withered;  
Now, who do you think has been there?"

"Some one has been in the forest,  
Cracking the chestnut burrs;  
Who is it dropping the chestnuts,  
Whenever a light wind stirs?"

"Some one has been on the hilltop,  
Chipping the moss-covered rocks;  
Who has been cracking and breaking  
Them into fragments and blocks?"

"Some one has been at the windows,  
Marking on every pane;  
Who made those glittering pictures  
Of lace-work, fir-trees, and grain.

"Some one is all the time working  
Out on the pond so blue,  
Bridging it over with crystal;  
Who is it, now? Can you tell who?"

"While his good bridge he is building,  
We will keep guard at the gate;  
And when he has it all finished,  
Hurrah for the boys that can skate!"

"Let him work on; we are ready;  
Not much for our fun does it cost!  
Three cheers for the bridge he is making!  
And three, with a will, for Jack Frost!"

Get the children to bring in some rocks that show the action of the weather and have a talk on the subject, showing the destructive effect of freezing and

thawing. Study frost and snow crystals. Why is ice formed on top of pond? What would be the result if ice sank as it formed? Have some good skating stories told and written, giving care to writing, spelling and language.

For class "C:"

#### WINTER APPLES.

"What cheer is there that is half so good,  
In the snowy waste of a winter night,  
As a dancing fire of hickory wood,  
And an easy chair in its mellow light,  
And a pearmain apple, ruddy and sleek,  
Or a jenetting with a freckled cheek?"

"A russet apple is fair to view,  
With a tawny tint like an autumn leaf,  
The warmth of a ripened cornfield's hue,  
Or golden hint of a harvest sheaf;  
And the wholesome breath of the finished year  
Is held in a wine cup's blooming sphere.

"They bring you a thought of the orchard trees,  
In blossoming April and leafy June,  
And the sleepy droning of bumble-bees  
In the lazy light of the afternoon,  
And the tangled clover and bobolinks,  
Tiger lilies and garden pinks.

"If you've somewhere left, with its gable wide,  
A farm house set in an orchard old,  
You'll see it all in the winter tide,  
At sight of a pipin's green and gold,  
Or a pearmain apple ruddy and sleek,  
Or a jenetting with a freckled cheek."

Compare apples in the different qualities for eating, cooking, keeping and selling. Study parts of an apple, and note the seeds and seed-pods. Discuss how cider and vinegar are made and uses of each. Have children draw pictures to illustrate the last stanza—the orchard, and farm-house with gable end. Draw picture of family around fire-place, eating apples. Have stories told and written on points suggested in the poem. Where are these apples raised in great quantities?

For class "B:"

"Dear tired Mother Earth has gone to sleep:  
Walk tiptoe thru her chamber, lest she waken!  
Her children faithful watch over her keep,  
While she with slumber sweet is overtaken.

"Not long ago a thousand tender ferns  
Spread over her their wealth of dew-spun laces,  
And nestled close to her warm heart, where burns  
The fire that kindles Springtime's sylvan graces.

"And when the blessed mother longed for rest,  
How soothingly the little tender grasses  
Threw all their soft green arms across her breast;  
No wintry blast shall touch her as it passes!

"The maples watched her with a beaming smile  
When proud October covered them with glory,  
And gladly doffed their golden robes, the while  
With them they made her bed—the old sweet  
story!

"And yesterday all day the longing sky  
Bent lovingly and wistfully above her,  
While soft, white kisses—Oh, so tenderly!—  
Came down and covered her—who could but love  
her?"

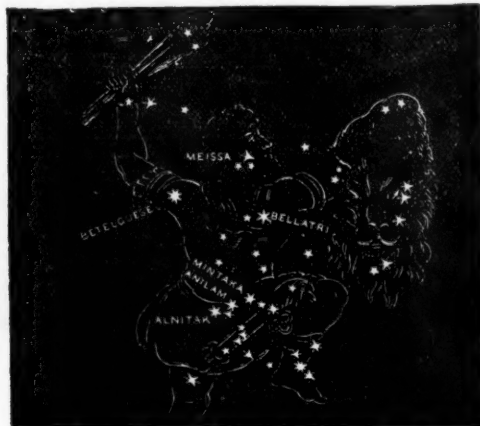
There are many things suggested by this poem. Use as many of them as possible. Study the figures of speech and these will lead you into nature's field for explanations.

## The Geography of the Stars

The revolution of the earth on its axis makes the stars appear to move about the earth every twenty-four hours at the same pace with the sun and in the same direction.

Those in the path of the sun rise and set, but there are some stars that are in sight all thru every clear night in the year. These are those which are nearest the north star, and so only those which are nearest to it can be seen thru all their course.

The axis of the earth points to a position so near to the north star that this is usually regarded as being exactly north and is called the pole-star. Because it always keeps the same position, it is the star by which sailors and travelers guided their course before they had the compass. If we traveled north, the star would rise higher and higher, and if we could reach the north pole, we would see it directly overhead in the zenith. If we went south toward the equator



Orion, The Great Hunter.

the north star would sink lower until it reached the equator, when it would be in the horizon.

The ordinary way of locating the north star is to first find the "pointers." These are the two stars in that side of the Great Dipper away from the handle. The line connecting them if followed will pass very close to the star. Or, if one has a compass, let him find the north point in the horizon, look upward nearly half way to the zenith and he will see the north star with no other bright stars near it.

The Great Dipper, sometimes called "King Charles's Wain" is a part of the constellation, or group of stars, of Ursa Major, or the Great Bear. About nine o'clock during any clear evening in January it may be seen at the right of the pole-star.

The pole-star is at the end of the handle of the Little Dipper, which hangs down from the pole-star and slightly toward the Great Dipper, and is not near

so bright as the latter. The Little Dipper is a part of Ursa Minor, or the Little Bear.

The pole-star is midway between Ursa Major and a striking group of five stars called Cassiopeia, or "The Lady in the Chair." The stars form the outlines roughly of a broken-backed chair.

These three are the brightest groups of stars near the pole. If they are observed at different times during the twenty-four hours, they will be found to be moving around the pole, over the pole from east to west and under the pole from west to east. If they can be seen at six in the evening and at six the next morning, they will be found to have gone half way around the pole during the twelve hours, and their later positions will be upside down as compared with the earlier.

As we turn our eyes further toward the zenith, we



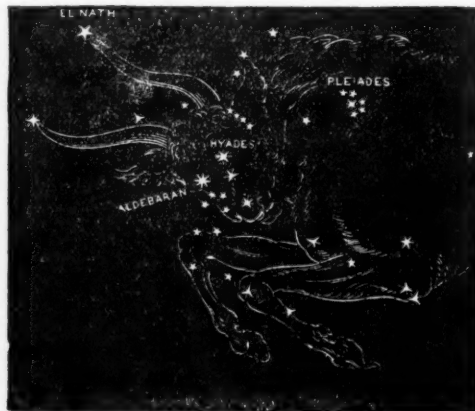
Queen Cassiopeia.

see stars circling around the pole-star, only a part of whose orbits can be seen at any one time. But if we could see them thruout the twenty-four hours, we would see them complete the circuit. There are stars overhead during the day, but different ones from those at night, and if we could see them as they pass over us during the whole of any twenty-four hours, we would see all we can ever see.

The most brilliant constellation in the heavens is that of Orion the hunter. At 8 p. m. in the middle of February it is on the meridian in the south, half way from the horizon to the zenith. The most prominent stars in it form an oblong, with the longer sides nearly vertical. Midway between the top and the bottom of the oblong is Orion's belt, three bright stars in an oblique line, and below these hangs his sword, represented by three fainter stars. Five stars in a curve at the west of the upper part of the oblong stand for the bent arm, holding up a lion's skin before Taurus the bull. The face of the bull is marked by five bright stars in the shape of a V, the largest of which is called Aldebaran.

Taurus is one of the twelve signs of the zodiac, the

circle of animals making the belt in whose signs the sun appears to stand at different months. The sun



The Bull, and The Pleiades.

will be in Taurus in May, and if we could see the stars that are in the sky in the daytime we would see the sun on a day in May surrounded by the stars of Taurus. In this constellation is the group called Pleiades, famous from ancient times.

If we look at the heavens at any particular hour in the night at intervals during the year, we can get a view of all of the stars, just as we could do if we could see them during the whole of any twenty-four hours. Six months from now we shall be on the opposite side of the sun and the stars that are now on the same side as the sun and pass over us in the daytime will then be on the side away from the sun and will be above our horizon at night.

## Reading Aloud

Read aloud. It is a distinct loss that reading is so badly taught and that so few people know anything about the magic of the poets in their use of sound. We read almost exclusively with the eye, altho poetry is primarily intended for the ear. Shakespeare wrote almost exclusively for the ear, and we remain unmoved by the wonderful vibration of his great passages until we hear them. Poetry ought always to be heard first and read afterward. If the best of Browning is sympathetically and intelligently interpreted by the voice, the much discussed obscurity is not in evidence. Many people find, for instance, a little difficulty in getting the clear and full significance of "The Portrait of the Last Duchess" when they read it for the first time; but it fastens itself instantly on the imagination if it is well read. A good deal of time, now devoted to commentaries and text-study, might profitably be given to reading the text aloud without note or comment. A work of art slowly discloses its full meaning, and familiarity with it is the first condition of comprehension.—Hamilton Mabie.

## Special Days

### Washington Program for Grammar Grades

1. Song, Mt. Vernon Bells.
2. Declamation, Tribute to Washington.
3. Recitation, A Star in the West.
4. Declamation, The Stars and Stripes.
5. Song, Sail on, Thou Ship of State.
6. Declamation, Franklin's Toast.
7. Song, Star-Spangled Banner.
8. Reading, Washington and Benedict Arnold.
9. Song, America.

#### Declamation—Tribute to Washington.

We are here today to honor the name of Washington. We speak the name with awe and reverence, and we love it with an affection pure and fervent. The eyes of past generations have been drawn to that face, (pointing to Washington's picture on the wall) and upon it the future generations will gaze with intense admiration.

Washington was as wise as he was good and great. He was a man of fiery passion, and his anger when aroused was terrible enough to cause the strongest men to cower. Yet this intense passion was curbed by an iron will, and "held in the service of a sweet and tender soul." At the close of the Revolution he retired to his home at Mt. Vernon, where he hoped to spend his days in a quiet way and devote his time to agricultural pursuits, of which he was very fond, but all eyes were turned on him as President of the Republic, and in this as in all things, he responded to duty's call.

Safely he steered the Ship of State thru the troubled waters of the first four years of his presidency. He had realized for some time that old age was creeping on, and he longed for peace and retirement from public life. He was growing deaf, and he feared that the other faculties were failing him. He smarted under the criticisms of the press, and exclaimed to one of his friends, "I would rather be in my grave than in the President's chair. I would prefer going to my farm, take my spade in hand and work for my bread than remain where I am." But the country needed his services, and Jefferson urged him to stand for a second term. He said to Washington: "The confidence of the Union is centered in you. Your being at the helm will be more than an answer to every argument which can be used to alarm and lead the people into violence. The people will hang together if they have you to hang on."

He served the second term, but refused to serve the third, and when he retired to private life he was "first in peace, first in war, and first in the hearts of his countrymen."

#### Recitation—A Star in the West.

There's a star in the West that shall never go down  
Till the records of valor decay;

We must worship its light, tho it is not our own,  
For Liberty burst in its ray.  
Shall the name of a Washington ever be heard  
By a freeman, and thrill not his breast?  
Is there one out of bondage that hails not the word  
As the Bethlehem Star of the West?

"War! War to the knife! Be enthralled, or ye die!"  
Was the echo that woke in his land;  
But it was not his voice that prompted the cry,  
Nor his madness that kindled the brand.  
He raised not his arm, he defied not his foes,  
While a leaf of the olive remained;  
Till, goaded with insult, his spirit arose  
Like a long-baited lion unchained.

He struck with firm courage the blow of the brave,  
But sighed o'er the carnage that spread;  
He indignantly trampled the yoke of the slave,  
But wept for the thousands that bled.  
Tho he threw back the fetters and headed the strife,  
Till man's charter was fairly restored,  
Yet he prayed for the moment when Freedom and Life  
Would no longer be pressed by the sword.

Oh, his laurels were pure! and his patriot name  
In the page of the future shall dwell,  
And be seen in all annals, the foremost in fame,  
By the side of a Hofer and Tell.  
The truthful and honest, the wise and the good,  
Among Britons, have nobly confessed  
That his was the glory, and ours was the blood,  
Of the deeply stained field of the West.

—Eliza Cook.

#### Declamation—The Stars and Stripes.

On this birthday anniversary of Washington, we must not fail to pay tribute to the Stars and Stripes, for it was Washington himself who first drew a pencil sketch of the national banner, and Mrs. Ross of Philadelphia made it.

Behold it! Its beauty is not in the material of which it is made, but in what it symbolizes. Every part speaks to us today.

"When Freedom from her mountain height  
Unfurled her standard to the air,  
She tore the azure robe of night  
And set the stars of glory there."

The stars, emblems of purity, tell us the story of our nation's growth. When the flag was born, there were but thirteen States, and today this flag reflects the image of a great nation upon whose territory the sun never sets.

Who can behold this beautiful emblem without feeling the magic of its story? It is ever an inspiration to the gallant ones who march beneath its folds. It is in itself an answer for perplexing questions. It tells us of struggles and of victories, of hours of despondency and times of good cheer, and of "Freedom's triumph o'er all the globe."

"Stand by the flag! On land and ocean billow  
By it your fathers stood unmoved and true,  
Living, defended—dying, from their pillow  
With their last blessing, passed it on to you.

"Stand by the flag, all doubt and treason scorning!

Believe with courage firm and faith sublime  
That it will float, until the eternal morning  
Pales in its glories all the lights of time."

#### Franklin's Toast.

Long after George Washington's judicious conduct in respect to the French and English had made his name familiar to all Europe, Dr. Franklin chanced to dine with the English and French ambassadors, when the following toasts were drunk:

The British ambassador said: "England, the sun whose bright beams enlighten the remotest corners of the earth."

The French ambassador, glowing with national pride, but too polite to dispute the previous toast, drank: "France, the moon whose mild, steady and cheering rays are the delight of all nations, consoling them in darkness and making their dreariness beautiful."

Dr. Franklin then rose, and with his usual dignified simplicity, said: "George Washington, the Joshua who commanded the sun and moon to stand still, and they obeyed him."

#### Reading—George Washington and Benedict Arnold.

Few of Washington's experiences touched him so deeply as did Arnold's treason, for he admired him as a soldier, and trusted him as a friend. Arnold was one of the ablest officers in the army. Promotion had come to him, and he had won fame on several occasions. Owing to some misdemeanor on his part, he was court-martialed, the penalty being a reprimand from the Commander-in-Chief. In performing the unpleasant duty, Washington said to him in all kindness:

"I reprimand you for having forgotten that, in proportion as you had rendered yourself formidable to your enemies, you should have been guarded and temperate in your deportment toward your fellow-citizens. Exhibit anew those noble qualities which have placed you on the list of our most valued commanders. I will furnish you, so far as it may be in my power, with opportunities of regaining the esteem of your country."

Again was Arnold in disgrace, and stung by his humiliation and being pressed for gold, he was led to betray the American army to the British, while he was in command at West Point. He corresponded with Sir Henry Clinton, thru Major Andre who was caught and arrested as a spy. Arnold escaped to the British army where he was given a major-generalship and a reward of gold. Andre was tried and executed.

Washington had trusted Arnold with a deep affection, and when the plot was discovered, the Commander-in-Chief, who was Arnold's guest at the time, exclaimed, "Whom can we trust now?" He paced his room, sobbing aloud over the treachery of his friend.

The contrast of the dying hours of Washington and Arnold is very marked.

The last years of his life Washington spent quietly at Mt. Vernon, where he died Dec., 1799. He had con-

tracted a severe cold which grew suddenly worse and took him off ere his friends were aware. He was calm to the last, saying: "It is a debt we all must pay. I die hard, but I'm not afraid to go."

Congress paid a beautiful tribute to his memory and the nation mourned.

In contrast to that serene death scene, note the last hours of Benedict Arnold. Near the loneliest suburb of London, in a rude garret, lay Benedict Arnold, dying. The form was that of a strong man grown old thru care more than age. It was a face that you could look upon but once, and yet wear it in your memory forever. There was something terrible in the face, something so full of unnatural loneliness, unspeakable despair, that the aged minister who stood beside the rough couch, started back in horror.

"Would you die in the faith of the Christian?" faltered the preacher, as he knelt on the damp floor. The white lips of the death-stricken man trembled. Then, with the agony of death upon him, he rose into a sitting posture.

"Christian!" he echoed in a tone which thrilled the preacher to the heart. "Will that give me back my honor? Come with me, old man; come with me far over the waters. Ha! We are there! This is my native town. Yonder is the green on which I sported when a boy. But another flag waves there in place of the flag that waved when I was a child. Were I to pass along the very babes in their cradles would raise their tiny hands and curse me!" Suddenly the dying man arose, threw open a valise and drew forth a faded coat of blue, and the wreck of a battleflag. "Look ye, priest! This faded coat is spotted with my blood. This coat I wore when I first heard the news of Lexington; this coat I wore when I planted the banner of Stars on Ticonderoga; that bullet hole was pierced in the fight of Quebec. Help me to put on this coat of blue, for you see," and a ghastly smile came over his face, "there is no one here to wipe the cold drops from my brow. I must meet death alone; but I'll meet him as I have met him in battle, without a fear."

The minister spoke to him of that great faith which pierces the clouds of human guilt, and rolls them back from the face of God.

"Faith!" echoed that strange man, who stood erect with the death chill on his brow. "Faith! Can it give me back my honor? Look ye, priest, there over the waves sits George Washington telling to his comrades the pleasant story of the eight years' war; there in his royal halls sits George of England, bewailing, in his idiotic voice, the loss of the colonies! And here am I! I, who was first to raise the flag of freedom, the first to strike a blow at that king. Here am I, dying—dying like a dog."

The aged minister unrolled the faded flag; it was a blue banner gleaming with thirteen stars, and still treasured by the dying man. The eye grew dim. The death watch throbbed like a heart in the shattered wall, and there in that rude garret, unknown, unwept, in all the bitterness of desolation, lay the corpse of Benedict Arnold, the patriot and the traitor. [Taken from George Lippard's Death-Bed Scene of Benedict Arnold.]

## Hints to Teachers.

### Look-Up Note-Books

A pupil should be early accustomed to use a note-book; for one purpose they are very useful, and that is to enter things to be looked up. I had today, for example, the map of Africa before the pupils; the Island of St. Helena was named. "For what is this island noted?" was asked. "Put St. Helena under things to be looked up," I said. In a few days there will be an overhauling of note-books, and among the subjects discussed this island will come up. I make it a special point not to tell them, but I do refer them to books for information, such as cyclopedias and works of reference.

I ask this question: "What name have you heard, of which you know nothing, or, at any rate, very little?" Several are given; as Ivanhoe, Daudet, Zola, Nero, Alcibades, Peter the Great, Goldsmith, etc. These go into the note-books. Sometimes I assign these as subjects for the older pupils, and essays are written and read. In this way, quite a broad foundation is laid; the pupils learn numerous things not put in the school course.

For one page, let them put down the books they have read, the title, and author; on another page, the books they are to read. For older pupils, I have been accustomed to classify these under history, biography, etc. In a school under one teacher for several years, the pupil should become acquainted with a good many authors.

The older pupils will have a page to copy short extracts from Shakespeare and other noted authors. The note-book for those in the Third Reader may be a small one; for those in the Fourth, it may become quite a good-sized volume. Pupils learn to love their note-books after a time. I make a distinction between the memorandum book and the note-book to be used in taking notes of lessons in high schools; the latter is quickly used up and thrown aside; the former may last the entire school life.

The teacher will find it best for him to have a note-book also; I have kept one many years; it is a large book of three hundred pages. It has extracts, queer queries, problems, and suggestions. On turning this over I am often surprised to see something that I might have had to hunt among books for hours to find.—Exchange.

### Cutting and Pasting Pictures as Seat-Work

KATHRYN PUGH.

As a preparation for the cutting lesson, or rather for a series of lessons, some old history books were given to the children to look at. Then each selected

the picture he liked the best. Some of the children selected the pictures for their artistic merit, others for the subjects which appealed to them. Many of them liked the pictures of ships.

Then we had for our reading lessons the subject of travel, explaining the different modes of travel, and the improvements made in recent years.

The same history books and a pair of scissors were given to the children and they were told to cut out all the pictures that showed the way in which people traveled. Then they put the pictures in envelopes with their own names on them.

The next day the pictures were given out for them to paste. The children first arranged the pictures on the paper, then turned them over to put the paste on. They learned easily to paste them on correctly.

The paper on which we pasted the pictures was common drawing paper torn into halves.

The time allowed for both the cutting and pasting lessons was fifteen minutes.

The children showed their interest in the work by asking to take the papers home. We used the pictures to decorate the room by pinning them around the top of the blackboard. Then we gave them to the lower class to look at for seat work, and had them describe the pictures.

The work was most successful when done by one class at a time.

This work awakened an interest in the children so that often they brought in pictures illustrating certain subjects which they had cut from the newspapers and old magazines. Successful work was also done in following out the subjects of the homes and dress of people, weapons and animals.—School Education.

### Accuracy and Neatness

To secure accuracy and neatness in daily work, the teacher must resort to devices that interest pupils. When they are required to do work over, the object of the lesson seems to be lost. The following methods have proved helpful in bringing about this end. A certain number of the neatest papers are pinned upon the bulletin at the close of each lesson.

After school they are taken down and put on file with other neat papers of the month to form a "book." The pupils manifest much interest in competing for the place of honor and the thought of "making a book," adds a charm to the work in each written lesson. The "books" are for the mutual benefit of the pupils and their friends who desire to see the work. They also act as an encouragement to the teacher, when noting progress, during the year.

One teacher has tried the method of placing inaccurate papers in a box underneath her desk, passing out only the excellent papers. Children not receiving their papers have often remained in their seats at the close of the session to ask if they may "make up their work." It was understood that all pupils who had papers in the box uncalled for, were to lose credit for the week's work. A list of the correct papers, for a month, kept upon the board, insures an interest, and the competition stimulates effort.

The child should be taught that "each day is a new beginning," and his good nature should be appealed to by honest praise when praise is due. All effort should be such that he is made happy in the realization of his possibilities.—Exchange.

## History Devices

E. E. BEAMS, IN WESTERN TEACHER.

Give out two or more topics and have pupils bring in all facts which they can find touching upon them.

Use home-made maps freely. Make use of pictures of people and places, short stories, and anything that will make the subject seem real. Relics of the different wars, settlements, etc., will enhance the interest. Relics from Cuba, Porto Rico, or Manila, are timely just now. Show the connection among topics; cause and effect should be carefully dwelt on. Timely reviews will serve to fix the idea firmly. Never have two reviews in the same manner—review by suitable questions, by focal dates, by epochs, by biography, by subjects. Never use dates indiscriminately. Fix on a few dates around which important historical facts are clustered and learn them thoroly. Frequently send a part of the class to the board and have them write an answer to a question or topic. The teacher may write some important topics on slips of paper and pass by lot to members of the class. Let pupils ask one another questions on the topics under consideration, or let pupils write questions on slips and pass around among the class. Pupils are fond of making out questions, and besides it gives them a good drill in the construction of sentences. Aim not for per cent. marks or rote recitations, but to create a love for historical reading and searching for historical facts.

and talk with him about it. Perhaps he likes to hunt and knows the habits of rabbits and birds. The next day have a talk about animals; bring in a stuffed specimen if you have one, arouse the bad boy's attention, and when you see his face light up, ask him a question. "Who will bring in a beetle, crayfish or cocoon for tomorrow's lesson?" The bad boy may volunteer; the next day ask him to show the specimen, tell where he found it and all he knows about it. "Here is a picture of the animal; would you like to see it?" "Here is a story about it; would you like to read it?" "Put the beetle on your desk and draw it."

You haven't apparatus! Probably within a stone's throw of your school house there are ten thousand things you could use in teaching, if you knew how. The reason why so many so-called bad boys are lost is that the full and overrunning storehouse of apparatus that God has given us in nature is not used to arouse thought. I know many teachers in thickly populated cities who would dance with joy if they could have the immense apparatus to be found in the surroundings of every country school. Finally, my dear teacher, do you love that boy? Is he to you the one gone astray? If you have a little love for him, fan it into a flame, and in its warmth your whole school will live a new life. "The greatest of these is charity." If you stay but an hour in the school-room light it up with a new thought, inspire a new emotion that always comes in the search for truth. Never compromise in any way with evil, not even for school directors.—New York School Journal.

## Child Study.

## The Bright Child

R. I. HAMILTON, IN EDUCATOR-JOURNAL

## How to Reach That Bad Boy

COL. F. W. PARKER.

"That bad boy" is to be found in most schools, but with very few exceptions he can be saved, and in his salvation the teacher, who saves him, will learn an exceedingly profitable lesson. That boy has a heart to love something good, unless the divine spark be utterly quenched. To find that spark and fan it into a flame is work nearly divine. The last thing to be presented is that which the boy has been trained to dislike. His old enmity will arise and increase by practice. Find the good thing he likes to do and begin there.

It may be he loves power; give him something to do in the way of caring for the school-room. "I want you to help me, Henry," might help. Try him with drawing, molding with sand or clay, making a dam in the small brook near by to illustrate the formation of lakes or the force of water. Set him to making blocks, and linear, square and cubical measures for teaching number.

Walk home with him, find out what he likes to do,

It is the universal practice of the schools (at least I hope it is), to smooth down and make easy the pathway to learning for the weaklings—those who, in the classic language of Hawley Smith, are "born short" mentally. This custom I endorse most cordially.

But are we sometimes in danger of neglecting the capable ones? In the heat and burden of the day, overwhelmed with the onerous and multifarious duties of the school room, are we tempted to say that "they can get along pretty well without my constant care, and occasionally I shall be compelled to pass them by?" Do we sometimes harness them with slower and weaker mates, then curb their zeal, check their pace, and deny them the right to accomplish all they might properly do?

Teachers, add not to your other sins the unpardonable one of arresting development. These bright boys and girls are the pearls among the pebbles, the gold among the dross, the diamonds among the sands. It is they who are to become the most valuable members of society. Upon them must fall the burdens of industry, of commerce and of government. They are the salt of the earth. They must set the pace and maintain the progress of civilization. It is they who are to save the world. I wish to utter a most earnest plea for the rights of the bright boy and girl.

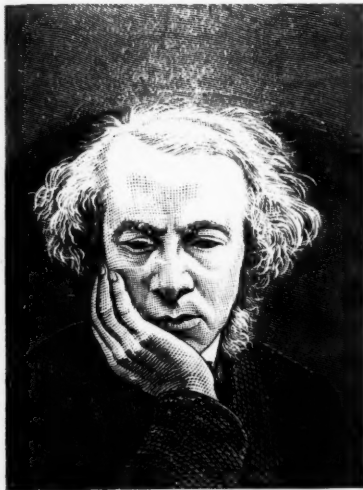
## Catholic Miscellany.

## Death of Aubrey de Vere

## Leading Catholic Poet.

AUBREY THOMAS DE VERE, the poet, died at Curragh Chase, County Limerick, Ireland, on Tuesday, Jan. 21. The deceased poet was 88 years of age. With his death passes away probably the best known Catholic poet in the English-speaking world.

Aubrey de Vere was born of an illustrious family of English ancestry at Curragh Chase, Limerick, in the year 1814. The de Veres were descended from



THE LATE AUBREY DE VERE.

Vere Hunt, an officer in the army of Cromwell, who settled in Limerick and Tipperary in 1657. Aubrey Thomas de Vere, the poet, was the third son of Sir Aubrey de Vere, Bart., of Curragh Chase, County Limerick, who was also a poet. He was the last heir to the baronetcy, his unmarried elder brother, the present baronet, 90 years of age, being now the last male member of the family. The family name was really Hunt, but was changed by royal license sixty years ago to de Vere, taking the name of the old earls of Oxford, from whom a remote female ancestor descended.

The fame of this remarkable Irishman, although he has won great distinction along literary lines himself, and his writings fill an encyclopedia column in mere enumeration, was identified with that of a race of English giants; a race leading pure lives, without the wild irregularities and eccentricities of genius; a race whose like we may not look upon again. It was the race to which Newman, Manning, Dr. Pusey, Sir William Hamilton, Gladstone, Tennyson and Carlyle may be said not only to have belonged, but which they may be said to have been.

Beginning with his early life in Ireland, at Curragh Chase, Aubrey de

Vere's career could scarcely be called checkered, yet it has been a life full of intellectual excitement, at times even danger. Reaching his thoughtful prime at the very apex of the church war at Oxford, Aubrey de Vere was in the thick of every battle, and struck his own truce with Roman Catholicism five years after Newman, with whom he was on the most intimate and affectionate terms.

He wrote his first poems at the age of 18. This was in 1832. One of his earliest was addressed to Coleridge, and another was an ode to Wordsworth.

His sister used to read the "Ode to the West Wind" and "Adonais" to him at night, to the sound of an Aeolian harp; and one night he lay floating in a boat all night, letting the boat "get entangled in weeds, as it chose, or captured by a woody bay." Thus the spirit of poetry possessed him; and his young time was spent, unlike that of many budding poets, musicians and painters—among fostering and favoring influences. And all his life-long he traveled—except when he started on that ecclesiastical excursion—along smooth and flowery roads. Even then he was far more prosperous and pampered than Newman, who suffered from real poverty as a result of his changed beliefs.

The son of a poet, born in a region through which the stately Shannon flows, not far from the lakes of Killarney, surrounded by scenes that Irish fancy has peopled with fairies, banshees and will-o-the-wisps, where one almost hears "the horns of elf-land faintly blowing," was it strange that he should lisp in numbers?

At Trinity college his education was completed, and we can fancy him traveling with delight all over the time-honored points of Dublin that a century before had known the footsteps of Swift.

His conversion to the Catholic Church in 1851 he termed the greatest blessing of his life, and he proves the sincerity of his faith in his exquisite May carols, which perhaps, he showed most plainly in a hymn entitled "Compline," in which occur these beautiful verses:

"How oft her cradled babe beside,  
Singing, some mother kneeleth,  
While dimpling o'er the darkening tide  
A ray from Hesper stealeth.

"Thus, but with sweeter song, the Church,  
While shades the dark hills cumber,  
Kneels in the twilight's starry porch  
And sings her babes to slumber.

"Die quite day in blight or bloom,  
Sweet anthems round thee ringing,  
"The bride of Heaven" above thy tomb  
Her compline rite is singing."

The critics have said that the influence of Wordsworth was very evident in the writings of de Vere. His personal acquaintance with the poet lasted four years, and was closest at a time when the mind is most easily influenced to admire without judgment; but the worst result of this intimacy was to give him an over-estimate of Wordsworth's merits. Though de Vere wrote many touching and tender songs of

Erin's present woe and of her former glory, he failed to win the sympathies and love of the Irish people, and was far from what might be termed a popular poet. He has not sympathized with their progressive social and political movements. A few years ago he contributed an article to *The Nineteenth Century* in favor of the Tory government.

Aubrey de Vere was also a dramatist. He wrote "St. Thomas of Canterbury" and "Alexander the Great," the second of which is considered by many the finest work of the kind achieved in the age of literary progress, far-outranking the late poet-laureate's lauded attempts in this line.

De Vere was a more than respectable poet, writing polished, scholarly verse that was only lacking in inspiration. He was read chiefly by literary people, who thought highly of his work, and was never appreciated by the general public. Very recently the young writers, who have been trying to build up an Irish school of English literature at Dublin, have tried to popularize Aubrey de Vere's poems, as he was the chief Irish poet of repute living. His literary activity stretched over sixty years; his "The Waldenses" was published in 1842, while poems by him appeared in *The London Spectator* late last year when he was 87 years old.

His poems are all moral and often religious. Historians of literature will probably assign him a respectable place in the second rank of the men who wrote in the time of Tennyson and Browning. He wrote a great deal in prose besides, taking a vigorous part in the disestablishment of the church discussion, for instance, and published essays on politics, on ethics and on literature. Four years ago he published a delightful volume of "Recollections," which is important on account of his knowing many distinguished men during his long life. He was never married.

## Secular View of Parish Schools.

THE Chicago Tribune of Jan. 15 contained a notable editorial on "Public and Parochial Schools."

Trustee Gallagher of the board of education in that city had declared that what is needed in the public schools there is the elimination of fads and the introduction of a close economy. He had held up the parochial schools as models in both these matters. Thereupon The Tribune made its comments.

It said, that, in the first place, the Catholic parochial schools "are part and parcel of a larger organization so fully equipped with administrative machinery that the additional labor and expense connected with supplying instruction to children is hardly felt. The Roman Catholic Church, with its great religious societies, can make its school system an easy and natural development rather than a distinct and separate enterprise.

"In the matter of teachers, for in-

stance, how easy the problem is! The seminarians, the young priests, the monks, the nuns, are ready to hand. They can be used in one way as well as another. They have devoted themselves to the service of God and the Church. They have taken vows of poverty and obedience. They are not concerned about salaries. They do not form protective associations. They work for the sake of the cause. If they have subsistence, they are satisfied; and subsistence they would have whether they taught or not. Their energy can be diverted into any channel. They can be placed in the hospital, in the slum, or in the school. The place is indifferent. It is obedience and service that matter. One can see at once how useful for all purposes such a system is. The parochial schools draw upon the Church, and the Church is able to supply them at the lowest possible expense with a large and devoted teaching staff."

Nor does the good fortune of parochial schools, in the opinion of The Chicago Tribune end here.

"One must also remember," it adds, "that while those schools share in the benefits of the effective organization of the Church, they at the same time profit by the energy and enthusiasm of the individual priest. The pastor of the parish is responsible for his school. The management of it is largely in his hands. He builds it up, he superintends it, he inspects it, he enlarges it. He receives and disburses the money necessary to its support. That money is hard to get often and he spends it judiciously. In all this there is a personal element which is seldom to be found in an enterprise conducted by the state. It is frequently said that there is no eight-hour day for a man who is in business for himself. Neither is there one for the priest who is managing his own parish. His personal ambition as well as his *esprit de corps* impel him to continual and unwearied exertions.

"These things," concludes The Tribune, "must be considered in comparing the public with the parochial school system. It may be admitted that if the board of education could exercise that implacable economy which Mr. Gallagher recommends, a great many difficulties would disappear. But while a body of public officials may reasonably be required to abstain from extravagance, is it not somewhat unreasonable to expect them to abstain in this matter to the perfection which so far in the history of the world has been possible only under altogether different circumstances?"

The Chicago paper has thus placed in a clear light some advantages of the parochial schools that Catholics themselves do not always appreciate—the disinterested services of pastor and teachers, working for God and not gold; the backing given to the schools by the Church; and the high ideals that animate Catholic educational forces and influences.

### 'Publishers' Notes.

From the Educational Publishing Company, Chicago, we receive the first of Augsburg's Drawing Series of three books. Book I. is a teacher's hand-book, showing simple and effective methods of teaching drawing, including color, to the pupils in the first, second and third grades. It has chapters on: The First Years of Drawing, Drawing from the Memory and Imagination, Action Drawing, Ambidextrous, or Two-Hand Drawing, Place and Relation of Objects, Drawing of Trees, Relative Size of Objects, Teaching Proportion, Teaching Unity, Primary Object Drawing, Quick Drawing, The Drawing of Birds, The Drawing of Animals, Teaching Color, Brush Drawing, Water Color.

Its arrangement and treatment of matter is admirable. The book contains 188 pages, bound in cloth, price 75c.

ELEMENTS AND NOTATION OF MUSIC, by Mr. James M. McLaughlin director of music in Boston and an editor of the well-known Educational Music Course, is a valuable musical publication, which is just announced as ready by the Atheneum Press of Ginn & Company (Boston). It is a manual of elementary theory for teachers and students of vocal music reading. Its definitions, concisely and clearly stated, are based upon the latest authorities. The general arrangement of the subject-matter, its progressive treatise on the primary essentials of musical knowledge preparatory to the study of harmony, its numerous notational and other illustrations, its comprehensive index and its question section make it at once a valuable reference book to every teacher of vocal music and a desirable text-book in all classes where the theory of music is systematically taught.

HERBARIUM AND PLANT DESCRIPTION, With Directions for Collecting, Pressing and Mounting Specimens. By W. H. D. Meier, superintendent of schools, Griggsville, Ill. Meier's "Hibarium," which has been privately published for several years, is thoroughly adapted to the needs of those schools that study botany by the herbarium method. It consists of a cover holding twenty five sheets for the mounting of pressed specimens, with directions for collecting, pressing, and mounting. The sheets are so arranged that the pressed plant appears side by side with the notes and drawings of the fresh specimen, so that comparison may easily be made. It has been widely tested in a practical way and has been found eminently satisfactory. The "Herbarium" is published by Ginn & Company (Boston), for introduction 60 cents.

Reeds Rules of Order, by Ex-Speaker Thomas B. Reed, is a little hand-book that will be of interest to all our readers and especially the Reverend Clergy. The important point in favor of Reed's

Rules is there adaptability to the needs of all organizations regardless of size or purpose. The work has met with high endorsement. It contains 224 pages, with half tone portrait of author. Cloth bound 75 cents. Rand, McNally, Chicago, publishers.

The Prang Educational Company issued a very neat and artistic calendar the first of the year. It was in the shape of a well executed series of animal drawings from life and was in every way up to the high standard that characterizes all productions of that house.

The "Four Great Americans" series of supplementary reading books published by the Werner Book Company is meeting with much deserved success. The series now comprises: Four Great Americans, Four American Patriots, Four American Moral Heroes, Four American Poets, Four Famous American Writers, Four American Pioneers and Four American Inventors. The historical matter in the books shows that unusual care was given in the preparation of the sketches to secure accuracy in this regard. In arrangement, style and illustrations the series has incorporated the best ideas of the day.

### COST OF BOER WAR.

The following table shows the cost of the war in South Africa from the statistics just given out by the British government:

	Officers.	Men.
Killed in action.....	469	4,762
Died of wounds.....	161	1,635
Died in captivity.....	5	97
Died of disease.....	276	10,967
Accidental deaths.....	20	542
Total deaths in South Africa.....	931	18,033
Missing and prisoners (excluding those who have been recovered or have died in captivity).....	7	435
Sent home as invalids.....	2,664	61,666
Total.....	3,602	80,134

The total outlay of money necessary to carry on the war is estimated at \$1,100,000,000.

### CARDINAL MORAN.

His Eminence Cardinal Moran, having reached the advanced age of 72 years, has resigned the archbishopric of Sydney and primacy of Australia, and has been appointed resident prelate at the Roman curia. This venerable son of Mother Church has accomplished untold good for the thousands of Catholics in the far-off land, over which he has wielded the sceptre for many years, and a story of his life-work would be interesting reading. He was born in County Carlow, Ireland, and at 12 years of age was entered as a student in the Irish college at Rome, of which afterward he was vice-rector and in which he will now spend the evening of his days under the shadow of the Vatican. He was beloved as a priest, bishop, archbishop and cardinal, and his departure from Australia is deeply mourned by his devoted children.

## Events of the Month in Review.

### Political, Economic, Religious and Educational.

#### Domestic Affairs.

An event of national interest the present month will be the visit to the United States of Prince Henry of Prussia, Emperor William's brother. The ostensible purpose of the coming of the Prince and suite, is to attend the launching of Emperor William's new yacht, building in a New Jersey ship yard. Considerable significance, however, attaches to the visit, as it will dissipate the rumors that have been current of strained relations between America and Germany over industrial questions and the Venezuelan situation. As a matter of fact there has been no friction in official circles. The present plans for Prince Henry's visit contemplate a two week's stay with entertainment and official courtesies at New York, Washington, Chicago, Milwaukee, Niagara Falls and Boston.

\* \* \*

#### DOINGS OF CONGRESS.

The problem of providing regularly for the expenses of the provisional government in the Philippines has been receiving considerable attention in the Senate the past two weeks. The administration proposes a modified tariff between the archipelago and the United States the receipts to be entirely employed for the islands by the insular government. The proposal has met with the vigorous opposition of some of the Democrats who have raised the constitutional question of the right of Congress to levy a discriminating duty upon the products of any territory of the United States. To get around this seeming snag, Senator Morgan proposed to utilize Sec. 10 of the First Article of the Constitution. This section reads: "No state shall, without the consent of Congress, lay any imposts or duties on imports or exports, etc." With the consent of Congress Senator Morgan claimed duties or imposts could be levied constitutionally by states and therefore by the territories.

The Ways and Means Committee of the House of Representatives has reported in favor of the repeal of all the purely revenue taxes imposed at the beginning of the Spanish war. Despite the previous reductions in these war taxes and despite the fact that the war expenses have not ceased, the surplus revenues are still accumulating at the rate of \$100,000,000 a year. The repeal agreed upon will reduce the revenues by \$77,000,000 a year. Nine million dollars of this reduction will be obtained by the removal of the tax on tea.

\* \* \*

The senate has passed the bill for the establishment of a Department of Commerce. There seems to be a growing need of another new department, with a responsible cabinet officer at the head, namely, a Department of Insular Af-

fairs. If the treaty with Denmark is consummated, the United States will be in possession of the Philippines, Guam, Tutuila in the Samoan group, the Hawaiian islands, Porto Rico, and the three Danish islands. Hawaii should, perhaps, be counted out, since the islands now constitute an organized territory, but there can be no good reason for continuing the administration of the other islands indefinitely with the War department; and the interests represented are certainly large enough and the problems connected with them are difficult enough to require some systematic and well-ordered plan of treatment, such as might be devised by a department specially created for the purpose.

\* \* \*

The uncertainties regarding the title of the Panama Canal Company to the property which it offers to convey, and the character and price of the concessions necessary to be secured from Colombia, if that route is adopted, are so serious, and their removal calls for so much time, that it is increasingly doubtful whether legislation can be had at this session, of congress waits until all these matters are out of the way. It is well known that there are certain large interests which would like nothing better than to have the building of a canal delayed as long as possible; but congress is in earnest in wishing an early beginning of the work, and there is no question about the practical unanimity of public sentiment. It may be that congress will find a way out of its perplexity by adopting some such proposition as the Spooner amendment, which gives authority for constructing the canal, but leaves it with the President to determine whether the Panama proposition is valid and satisfactory, and if not, to adopt the Nicaragua route.

\* \* \*

The obstacles in the way of the cession of the Danish West Indies to the United States were somehow suddenly removed, and on the 24th of January Minister Brun, having received final instructions from Copenhagen, signed the instrument at Washington in behalf of Denmark, and Secretary Hay signed it in behalf of the United States. Two days later it was sent to the senate. Its terms have not been officially published, but the purchase price is reported to be \$5,000,000. This is larger than the sum currently mentioned during negotiations, but it is less than half the price fixed in the treaty which the senate rejected more than thirty years ago. The next stage will be the vote in the senate on the ratification of the treaty; and if that is successfully passed, the next will be a vote in both houses of congress on the appropriation of the purchase money.

The most powerful lobby that has assembled in Washington in years is opposing the re-enactment of the Geary Chinese exclusion law. The members of the lobby represent corporation interests, which not only honeycomb this continent, but extend across the Pacific to the Philippines, taking in the Hawaiian islands.

\* \* \*

#### Foreign Affairs.

The Waldeck-Rousseau ministry in France, has lasted longer than any other in the history of the French republic and does not yet appear to be losing any of its strength. Preparations are now being made for the general elections, and it is evident that the present government intends to take the aggressive. The foreign relations of France are better than they have been for a long time. It has lately been disclosed that France and Italy have come to an understanding about the ultimate control of northern Africa, Tripoli being conceded by France to the Italians. In Germany the past month was marked by the reassembling of the Reichstag and the Diet which legislates for the kingdom of Prussia. In the Reichstag, the principal subject has been the new high-tariff project; and it will probably be under discussion for months to come. In the German newspapers, however, it did not perhaps take so much space, last month, as the criticisms of England apropos of the South African war. The Emperor's speech from the throne, read at the opening of the Prussian Diet, gave a discouraging view of the present economic position of the country.

\* \* \*

In spite of the continuance of the severe industrial and agricultural depression, the Russian finance minister M. De Witte, has made a favorable yearly report on the financial condition of the empire. Russia is much troubled, however, just now with evidences of nihilistic conspiracy. The Macedonian troubles continue, although nothing very critical happened last month. The political condition of Bulgaria has been more disturbed than usual. The Socialists have been making the government extremely uncomfortable in the Belgian Chamber.

\* \* \*

The most important news from China last month was that of the return of the Chinese imperial court to Peking. The exodus to the Chinese imperial party occurred nearly a year and a half ago, on August 15, 1900, just as the allied foreign troops were entering the city. The return took the form of a carefully arranged ceremonial procession, with foreigners especially welcome. The old Empress Dowager is still in full authority. The prospects



## FIRE! FIRE!

What horrors often follow this alarm in crowded institutions. The responsibility resting with authorities in CONVENTS, COLLEGES, ACADEMIES, ORPHAN ASYLUMS AND HOSPITALS of providing for the safe escape of inmates in case of fire, is ever a cause for worry.

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of Chinese governmental reform are not wholly bright. The Russian ambassador, M. Lessar, has not been finding it easy to secure Chinese assent to the terms of the proposed Manchurian treaty. The plans for a great American bank to represent our government in China and the Orient have been making progress. Japanese affairs seem to be in good condition.

\*\*\*

A real naval battle, fought in the bay of Panama on the 20th of January, reawakens dormant interest in the Colombian insurrection. The insurgent flotilla consisted of three small gunboats; and the government had at its command only two merchant steamers upon which batteries of rapid-fire guns had been placed. But the two little fleets did considerable execution. One of the government vessels was riddled with shot and burned; and one of the insurgent gunboats was beached to save it from sinking. The most serious loss to the government side was the killing of the governor of Panama and commander-in-chief of the Colombian army, General Alban, a man of brilliant talents, wide education, and intrepid daring, whom it will be very difficult to replace.

\*\*\*

The British government replied to Dr. Kuyper, the Dutch premier, that if the Boers in the field desire to negotiate for peace, negotiations can be entered into; but only in South Africa. The British government adheres to its intention not to accept the intervention of any foreign power. This is the reply to Holland's proposals. The burden of despatches, presumably from Lord Kitchener, printed day after day about the Boer war, is the killing, capture and surrender of Boers; but there is a suspicion that many things unfavorable to the British are occurring in South Africa which never come to light in official news.

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### Church and School Affairs.

#### DEATHS DURING MONTH.

PRIESTS—Very Rev. John Powers, diocese of Springfield; Rev. John McNulty, archdiocese of Boston; Rev. Bernard Flood, Rev. John Casidy, of the diocese of Davenport; Rev. William Walsh, diocese of Nashville; Rev. P. F. Cassidy, S. J., Rev. Leger Chabrier, archdiocese of New Orleans; Rev. J. A. Van Hoomissen, diocese of Detroit; Rev. P. J. Ward, S. J., Rev. John Ryan, New York.

RELIGIOUS—Sister M. Josephine, of the Sisters of the Good Shepherd; Sister M. Hildegard, O. S. D.; Sister Dolores, Sisters of Charity; Mother Constanza Bentivoglio, Poor Clares; Sister Mary of Jesus, Sisters of the Precious Blood.

Sister M. of the Assumption and Sister M. Philomene, of the Sisters of the Good Shepherd; Sister M. Lucy Norfing, O. S. B.

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Sister Mary Constance Bentivoglio, aged 64, Mother Superior of the Omaha convent of St. Clare, a relative of Pope Leo, died on Jan. 29th, of pneumonia after two weeks illness. Deceased was born in the castle of St. Angelo at Rome, while her father was governor of the Italian capital. She was a descendant of the famous house of Bentivoglio, and one of her brothers, Count of Bentivoglio, is prominent among Italian noblemen today. Her father was a native of Bologna, Italy, and her relatives are still in Europe, with the exception of Sister Magdalene, who, is Mother Superior of the monastery at Evansville, Ind., a branch of the Omaha monastery.

\* \* \*

Mother Mary Thais, Superior of St. Joseph's Orphanage at Paterson, N. J., and one of the best known religious in northern New Jersey, died at the orphanage last week. She took the vows forty years ago, and joined the Sisters of Charity. For thirty years she was prominent in religious work in Jersey City and Newark. Ten years ago she returned to Paterson and became the Mother Directress of St. Joseph's Orphanage. The institution has prospered greatly under her care.

\* \* \*

Brother Lawrence, aged 85, of St. Francis, College at Loretto, Pa., and one of the oldest pioneers of the Allegheny Mountains, died at the college, Feb. 2, of cancer of the mouth and throat. Brother Lawrence went to Loretto from Ireland in 1844 and was the first superior of his order in this country holding that position until about ten years ago, when his failing health no longer permitted him to perform its duties. The college he established and perfected had its trying times, but through his superior management and financial ability it is now in a prosperous condition.

The gift of Nelson Cronwell of New York, to St. Joseph's Orphan Asylum, Washington, a fine gymnasium building—is now completed. Its appointments are ample and complete in every particular. The first floor contains the swimming pool whose floor is beautifully tiled and the finishings at its top are of white marble. The second story is the gymnasium proper. The orphan boys are now under the instruction of Mr. Maurice A. Joyce, and make a weekly visit to Carroll Institute gymnasium to meet their teacher. Mr. Joyce, whose capabilities are well known, will now enter upon his work among the orphan boys in their own finely equipped gymnasium. The Asylum is in charge of the Sisters of the Holy Cross.

\* \* \*

The Visitation Sisters of Evanston, Ill., will continue during February the course of lectures which has so stimulated their pupils to do original work. On February 8 Mr. W. S. Clarke gave a study in feminine character entitled "Queen Mary of England." Subsequent lectures will be given by Prof. Maurice F. Egan of the Catholic University, Rev. T. V. Shannon of St. James' church, that city, and Rev. T. E. Sherman, S. J. During January Very Rev. Father Robert, the eloquent Passionist, gave a splendid lecture on "The Relations of the Church to Science and Art" and Very Rev. H. P. Smyth of Evanston took the pupils through a very interesting tour of "Egypt."

\* \* \*

On Sunday, Feb. 2nd, Dr. O'Hagan, the Canadian author, concluded a course of eight lectures on literature at St. Mary's high school, Chicago, which is conducted by the Sisters of the B. V. M. These lectures have proved of deep interest to the pupils of St. Mary's high school and the friends of Catholic education, who were fortunate enough to attend. Dr. O'Hagan also visited

the high schools of the Churches of Our Lady of Sorrows and St. James and gave the senior classes talks on the study of literature. During his stay in the city the lecturer also gave brief recitals of his own poems at the Visitation Academy, Evanston, and the Academy of Our Lady, Longwood, at the latter of which he also examined the senior classes in Shakespeare and expressed himself much pleased with their proficiency.

St. Joseph's Industrial School, Worcester, Mass., is to have increased accommodations. This building will be used until a larger one is needed, and will be constructed so that it can be easily converted into a workshop and classroom later on, when the time arrives for such a transformation of its interior. There are other buildings standing at the farm on Lincoln hill, Milbury, where the school is located, and with the new building, the accommodations will be ample for the present.

\* \* \*

The Rev. Louis S. Walsh, S. T. D., Supervisor of the Schools of the Archdiocese of Boston, recently made a brief visit to Rochester, N. Y., where he was the guest of the Rt. Rev. Bishop McQuaid. The event of the week was the annual meeting of the Cathedral School Association. The banquet was held in Powers hall, and it was an inspiration to see full five hundred men and women, representing the Cathedral School graduates of nearly thirty years past, and including in their numbers priests, lawyers, physicians, teachers, successful business men, owners of influential social position, etc. Father Walsh, visited St. Bernard's Seminary, the convents, Nazareth Normal School and the parochial schools—models to all schools.

\* \* \*

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The clanging of fire bells and the cries of firemen frightened the pupils in St. Stanislaus Polish school, Chicago, Feb. 3, but a panic was averted by the several priests, who quietly dismissed the school. The fire was in the church, separate from the school-house, but smoke poured through the front door of the edifice in such volumes that fears were entertained for the safety of the church and adjoining buildings. Several priests hurried from the rectory and assisted in controlling the frightened children as they marched from the schoolhouse.

Thirteen nuns arrived in Sag Harbor last week from France. They belong to the French religious order of the Sacred Heart of Mary, and are now domiciled in the Convent of the Sacred Heart, a branch society maintained in that village. The sisters have come to this country to establish a Convent at Blythebourne, in the borough of Brooklyn. While arrangements to this end are being pursued some of the Sisters will remain in Sag Harbor, while others go to Long Island City to assist the Rev. John Maguire in the parochial schools of that place.

Three Sisters died recently in Philadelphia within four days. Sister M. Jacoba, a Franciscan, superioress for fourteen years of the parish school connected with the church of St. Mary of the Assumption, died Jan. 23, in her forty-seventh year. Sister LaSalette of St. Joseph's order died Jan. 25, aged twenty-six. Sister Marie Madeleine of the Mercy Order died Jan. 26. She

was in the novitiate at Manchester, N. H., came to Philadelphia in 1861, and had been in the order forty-two years.

One of the outgrowths of St. Patrick's Academy, Toledo, Ohio, which is a source of just pride to teachers and pupils, is the St. Aloysius Club, made up of two divisions, the seniors and juniors. The chief aim of the club is to train the boys in habits of politeness and to cultivate a taste for good reading. The membership fees are used for buying books for the library and for decorating the schoolroom.

Archbishop Corrigan means to have parochial schools all through his archdiocese. There are now a few over 100, and in order to build more he has directed that the proceeds of the Christmas collections, amounting usually to \$50,000, which heretofore have gone to orphan asylums, shall be devoted to building parochial schools in the future. To preserve the high standard of the schools, no teachers will be employed who do not possess certificates from the Catholic School Board.

Representative Joy has introduced a bill in Congress to grant a pension to Sister Mary Vincent, a Sister of Charity 80 years old. She was for a number of years located in St. Louis. During the Civil War she acted as a nurse for Union soldiers in the pesthouses in that city. As a recognition of these services Congressman Joy has introduced the bill. From St. Louis Sister Vincent went to Detroit, and from

there to Washington, D. C., where she now is.

A new school journal, "Der St. Marien Kinderfreund," has just been launched at St. Mary's school, Columbus, O. It will be issued monthly and will be devoted to the interests of the school and parish. It is printed both in English and German and the price is 50 cents a year. Its intention is to assist the parents in the education of their children's minds and hearts.

Mr. J. L. Flood of San Francisco made the following Christmas gifts: to the Mt. St. Joseph's Infant Asylum, \$1,000; San Rafael Orphan Asylum for Boys, \$1,000; Magdalen Asylum, \$500; St. Joseph's Asylum for the Deaf, Dumb and Blind, \$250; St. Francis' Technical School, \$500; Sisters of the Holy Family, \$250.

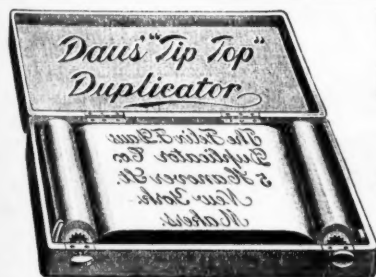
St. Joseph's College, Dubuque, Iowa, will erect an addition to its present building, which will cost approximately \$75,000. It will be an immense structure, located on the west side of the present building, and the accommodations will be such that the present capacity of the college will be doubled.

The theft of \$700 from the room of the Mother Superior of the Felician Sisters at their convent, Detroit, recently, placed the Sisters in a bad plight. It was all the money they had in the house and was to go to pay for the coal and other necessities of the large institution.

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Rev. Father Morrissey, president of the University of Notre Dame, who has been dangerously ill, is now thought to be convalescing. At one time his life was despaired of.

Two thousand Brahmin young people attend the Jesuit school at Trichinopoly, India, and of the number many already have embraced the Catholic faith. The Fathers are now seeking to establish a school for Brahmin girls, so that in future the Christian Brahmins may be able to have Christian wives.

Brother John, at Manhattan College, New York, has reached his eighty-first year. Thirty-eight years of his life have been given to work at Manhattan as a Christian Brother.



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The twenty-fifth anniversary of the consecration of Mother Superior Mary Eugenia to the order of the Sisters of St. Joseph, Erie, Pa., was celebrated in that city on Jan. 28th, with appropriate ceremonies. Bishop Fitzmaurice, twenty-five priests and 100 Sisters of St. Joseph participated. The exercises were held at the Villa Maria academy and a pontifical high mass was celebrated.

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